

STATE
TEACHERS COLLEGE
BULLETIN



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KIRKSVILLE, MISSOURI
JUNE, 1919

BULLETIN

OF

STATE TEACHERS COLLEGE

KIRKSVILLE, MISSOURI

FOUNDED BY JOSEPH BALDWIN
AS THE NORTH MISSOURI NORMAL SCHOOL, SEPTEMBER 2, 1867
ADOPTED AS THE FIRST DISTRICT NORMAL SCHOOL, DECEMBER 29, 1870
UNDER ACT OF THE GENERAL ASSEMBLY, APPROVED MARCH 19, 1870
OPENED AS THE FIRST DISTRICT NORMAL SCHOOL, JANUARY 1, 1871
DESIGNATED NORTHEAST MISSOURI STATE TEACHERS COLLEGE
UNDER ACT OF THE GENERAL ASSEMBLY, APPROVED MAY 20, 1919

VOLUME XIX NUMBER 6

JUNE, 1919

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STATE TEACHERS COLLEGE

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under the Act of Congress of August 24, 1912.

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October 3, 1917, authorized July 26, 1919.

WORKING CALENDAR

1919-1920

Classification of Students	Tues., Sept. 9
Class Work Begins	Wed., Sept. 10
Fall Term Examinations	Sat., Sept. 13
Fall Term Ends	Tues., Nov. 25
Winter Term Begins	Mon., Dec. 1
Winter Term Examinations	Sat., Dec. 6
Adjournment, Winter Vacation, 3:00 p. m.	Fri., Dec. 19
Session Resumes, 8 a. m.	Mon., Jan. 5
Winter Term Ends	Fri., Feb. 27
Spring Term Begins	Mon., Mar. 8
Spring Term Examinations	Sat. Mar. 13
Baccalaureate Sermon	Sun., May 16
Spring Term Ends	Fri., May 21
Summer Term Program Making	Mon., May 31
Summer Term Class Work Begins	Tues., June 1
Summer Term Examinations	Sat., June 5
Summer Term Ends	Thurs., Aug. 5

BOARD OF REGENTS

REGENT EX-OFFICIO

SAM A. BAKER State Superintendent of Public Schools, Jefferson City

REGENTS APPOINTED

C. W. GREEN	Brookfield
J. H. WOOD	Canton
DRAKE WATSON	New London
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STANDING COMMITTEES

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FACULTY—1919-1920

OFFICERS OF ADMINISTRATION

JOHN R. KIRK.....	PRESIDENT
Graduate, Normal School, Kirksville; LL.D., Missouri Wesleyan College; LL.D., Park College.	
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VIRGINIA SHOUSE.....	STENOGRAPHER
MRS. MAE WILSON JAMISON.....	EXTENSION SECRETARY
HELEN RUBISON.....	RURAL EDUCATION STENOGRAPHER

TEACHING FACULTY

WILLIAM HENRY ZEIGEL.....	PROFESSOR OF MATHEMATICS
A. B., Missouri Valley College; A. M., University of Missouri; graduate student, University of Chicago.	
BYRON COSBY.....	PROFESSOR OF MATHEMATICS
A. B., University of Missouri; B. S. in Education, University of Missouri; A. M., University of Missouri; graduate student, University of Chicago.	
GEORGE HAROLD JAMISON.....	PROFESSOR OF MATHEMATICS
Graduate, Normal School, Kirksville; B. S., University of Chicago; graduate student, University of Chicago.	
CHARLES A. EPPERSON.....	PROFESSOR OF MATHEMATICS
A. B., University of Missouri; B. S. in Education, University of Missouri; A. M., University of Missouri; Fellow University of Missouri; Fellow Rice Institute, Houston, Texas; Captain Coast Artillery, C. A. C.; graduate of the Orienteur Officers School, Libourne, France.	
BLANCHE FRANCES EMERY.....	PROFESSOR OF ENGLISH
Graduate, Normal School, West Virginia; A. B., University of West Virginia; graduate student, University of Chicago.	
WARREN JONES.....	PROFESSOR OF ENGLISH
Graduate, State Normal University, Normal, Illinois; A. B., University of Illinois; graduate student, University of Illinois; graduate student, University of Chicago.	
CLAUDE MERTON WISE.....	PROFESSOR OF ENGLISH
A. B. in Education, Normal School, Kirksville; graduate studies, Washington University, St. Louis; graduate student, University of Chicago.	
JACOB WILHELM HEYD.....	PROFESSOR OF ENGLISH
Graduate, Normal School, Kirksville; A. B., University of Missouri; Ph. M., University of Chicago; graduate student, University of Chicago.	
TALITHA JENNIE GREEN.....	PROFESSOR OF LATIN
Graduate, Normal School, Kirksville; A. B., University of Missouri; A. M., University of Missouri; graduate student, University of Chicago, Fellow in Latin, University of Chicago.	
EDGAR ARTHUR WRIGHT.....	PROFESSOR OF AGRICULTURE
B. S. in Education, Normal School, Kirksville; graduate student, George Peabody College for Teachers, Nashville, Tenn., Summer Terms, 1917, 1918, 1919.	
LEONARD ANCIL DALTON.....	PROFESSOR OF AGRICULTURE
B. S. in Agriculture, University of Missouri.	
LEWIS C. CLEVINGER.....	PROFESSOR OF AGRICULTURE
B. S. in Education, State Teachers College, Kirksville; graduate student in Science, University of Chicago.	

- WILLIS JOSEPH BRAY PROFESSOR OF CHEMISTRY
Graduate, Normal School, Cape Girardeau; A. B., University of Missouri; B. S. in Education, University of Missouri; A. M., University of Missouri; First Lieutenant, Ordnance Department U. S. Army—Explosives, Chemistry and Loading Division.
- _____ TEACHING SCHOLAR IN CHEMISTRY
- _____ TEACHING SCHOLAR IN CHEMISTRY
- A. G. REED PROFESSOR OF CHILD HYGIENE AND PUBLIC HEALTH
B. S. in Education, Normal School, Kirksville; graduate student, University of Missouri, Summer, 1915; graduate student, University of Chicago, Summer, 1916; student of Therapeutics, 1916-1919, in Medical Department, American School of Osteopathy, Kirksville, Missouri.
- MARY M. BAIRD, PROFESSOR¹ OF HOME ECONOMICS AND DIRECTOR OF CAFETERIA COOKING
B. S., Agricultural College of Kansas.
- ETHEL DUERINGER PROFESSOR OF HOME ECONOMICS
B. S., University of Chicago.
- GEORGIA GRAY PROFESSOR OF HOUSEHOLD ARTS
B. S., University of Chicago.
- JAMES STEPHEN STOKES PROFESSOR OF PHYSICS AND PHYSIOGRAPHY
B. S., University of Missouri; Pd. B., University of Missouri; M. S., University of Missouri; A. M., Harvard University.
- FRANK M. DURBIN ASSOCIATE PROFESSOR OF PHYSICS AND PHYSIOGRAPHY
B. S. in Education, State Teachers College, Kirksville.
- EUGENE MORROW VIOLETTE PROFESSOR OF EUROPEAN HISTORY
A. B., Central College; A. M., University of Chicago; graduate student, Harvard University; graduate student, University of London.
- JOSEPH LYMAN KINGSBURY PROFESSOR OF ANCIENT HISTORY
A. B., Dartmouth College; graduate student, University of Chicago; Fellow in History, University of Chicago.
- LUCY SIMMONS PROFESSOR OF HISTORY
A. B., University of Missouri; B. S. in Education, University of Missouri; graduate student, University of Chicago.
- EUGENE FAIR PROFESSOR OF POLITICAL SCIENCE
Graduate, Normal School, Kirksville; A. B., University of Missouri; A. M., University of Missouri; graduate student, Columbia University.
- J. F. PYLE PROFESSOR OF POLITICAL SCIENCE
Graduate State Normal School, Terre Haute, Indiana; Ph. B., A. M., University of Chicago.
- PAUL OWEN SELBY PROFESSOR OF COMMERCE
Student, Northwestern University; B. S. in Education, Normal School, Kirksville, Sergeant Co. F, 354 Inf., A. E. F.
- EDNA HAYS SCHELL ASSOCIATE PROFESSOR OF COMMERCE
B. S. in Education, Normal School, Kirksville.
- IRVING ROTCH BUNDY LIBRARIAN AND PROFESSOR OF LIBRARY ECONOMY
A. B., Colgate University; graduate student, University of Wisconsin; graduate, one-year course, New York State Library School.
- HELEN GRANT GRAY CATALOGER
Student, Library School, Riverside, California; B. S. in Education, Normal School, Kirksville.
- RUTH WOOLMAN ASSISTANT LIBRARIAN
A. B., University of Cincinnati; graduate student, Columbia University and University of Chicago; graduate of Drexel Library School.
- HARVEY LEE MCWILLIAMS PROFESSOR OF PHYSICAL EDUCATION FOR MEN
Graduate, Normal School, Kirksville; LL. B., University of Missouri; graduate student, University of Wisconsin; student in Students' Army Training Corps, Ft. Sheridan, Ill., summer, 1918.

- CAMILLA KOCH** PROFESSOR OF PHYSICAL EDUCATION FOR WOMEN
B. S., University of Nebraska.
- MRS. JO WALKER HUMPHREY** ADVISER OF WOMEN
- RAYMOND N. CARR** PROFESSOR OF MUSIC
A. B., Shurtleff College, Alton, Ill., graduate Northwestern University School of Music.
- JOHN LAFON BIGGERSTAFF** PROFESSOR OF MUSIC
Student with Hans von Schiller and with Mrs. Metz (pupil of Moszkowski); Harmony with Adolph Brune; Clarinet with Eberhard Ulrici; Piano Tuning and Repairing with Ernest R. Rosen; Theory with H. B. Maryott; B. Mus. American Conservatory, Chicago.
- JOHANNES GOETZE** PROFESSOR OF MUSIC
Student of Band Instrument, Government Band School, Dusseldorf and Cologne; Piano and Violin, Cologne Conservatory under Ferdinand Von Hiller; in Cologne Orchestra, one year, under Johannes Brahms.
- MARY SHOUSE** PROFESSOR OF MUSIC
B. S. in Education, State Teachers College, Kirksville.
- EDWARD N. HOWELL** PROFESSOR OF MANUAL ARTS
B. S. in Education, Normal School, Kirksville.
- LENA ESTELLE PATTERSON** PROFESSOR OF INDUSTRIAL ARTS
A. B., Ohio University, Athens; B. S. in Education, Normal College, Ohio University, Athens; A. M., Teachers College, Columbia University, N. Y.; Assisting scholarship in Fine Arts, Teachers College, Columbia University.
- EDNA GREEN** PROFESSOR OF FINE ARTS
B. S. in Education, Normal School, Kirksville.
- IVY DOUGHERTY** STUDENT TEACHER IN ARTS
Student in senior year, State Teachers College, Kirksville.
- MARK BURROWS** PROFESSOR OF RURAL EDUCATION
A. B., Normal School, Kirksville.
- ROSAMOND ROOT** PROFESSOR OF RURAL EDUCATION
Life Certificate, State Normal College, Ypsilanti, Michigan; student, University of Michigan; Ph. B., University of Chicago.
- THURBA FIDLER** PROFESSOR OF RURAL EDUCATION AND SUPERVISOR
IN DEMONSTRATION SCHOOLS.
B.S. in Education, Normal School, Kirksville; A.M., George Peabody College for Teachers.
- T. H. SCHUTTE**, PROFESSOR OF EDUCATION; DIRECTOR OF DEMONSTRATION SCHOOLS; CHAIRMAN
GENERAL COMMITTEE ON CO-ORDINATION OF SCHOOL STUDIES.
Graduate State Normal School, Carbondale, Illinois; A. B., University of Illinois; A. M., University of Illinois; graduate student of School Administration, University of Chicago.
- MABEL M. RICHARDS** DIRECTOR IN DEMONSTRATION SCHOOLS
B. S. A. M., University of Missouri.
- LAURIE DOOLITTLE**, DIRECTOR IN DEMONSTRATION SCHOOLS; CHAIRMAN COMMITTEE
ON CO-ORDINATION OF ELEMENTARY SCHOOL STUDIES.
Student Drake University; B. S. in Education, Normal School, Kirksville; graduate student, University of Chicago.
- GEORGIA L. TATUM** SUPERVISOR IN DEMONSTRATION SCHOOLS
B. S. in Education, Normal School, Kirksville.
- LOUISE KIRKHAM** SUPERVISOR IN DEMONSTRATION SCHOOLS
Graduate, State Normal School, Carbondale, Illinois; B. S. in Education, University of Chicago.
- WILLIE WHITSON** SUPERVISOR IN DEMONSTRATION SCHOOLS
Student in Senior College, Kirksville.
- VELDA LORA COCHRAN** SUPERVISOR OF KINDERGARTEN
Student in Senior year, State Teachers College, Kirksville; Student in Kindergarten, School of Education, University of Chicago.

(For list of class room teachers in Elementary Schools and lower junior high school see Demonstration School, page 27.)

SPECIAL ASSISTANTS IN SUMMER TERM, 1919

L. J. BRUECKNER, Professor of Education.
PEARL HODGES, Professor of English.
MARIE JOHNSON, Teaching Scholar in Physics.
L. J. GRAHAM, Teaching Scholar in Chemistry.
F. A. PATRICK, Associate Professor of Child Hygiene and Public Health.
W. J. BROWN, Associate Professor of Agriculture.
C. F. JOHNS, Teaching Scholar in Agriculture.
MARGARET E. CONNER, Professor of Household Arts.
A. J. McCULLOUGH, Professor of History.
T. G. NICHOLS, Teaching Scholar in History.
O. F. REVERCOMB, Professor of Mathematics.
PHRADIE WELLS, Professor of Music.
HELEN WILSON, Teaching Scholar in Music.
FRANK L. FRANCE, Assistant in Manual Arts.
E. L. FISHER, Assistant in Manual Arts.
H. G. HAYS, Assistant in Manual Arts.
THOS. EDWARDS, Teaching Scholar in Commerce.
BELVA EAMS, Teacher of Penmanship.
O. E. GORDON, Assistant Supervisor in Demonstration School.
INEZ CALLISON, Assistant in Kindergarten.
BRACY CORNET, Class Room Teacher in Demonstration School.
MILDRED RIEGER, Class Room Teacher in Demonstration School.
MABEL HUTCHINSON, Class Room Teacher in Demonstration School.
MABEL RINEHART, Class Room Teacher in Demonstration School.
ZELMA WELLS, Class Room Teacher in Demonstration School.
NADA REDDISH, Class Room Teacher in Demonstration School.
VELDA COCHRAN, Class Room Teacher in Demonstration School.

STANDING COMMITTEES OF THE FACULTY

(Reorganized each year in May; term of service one year, beginning in September.)

Member first named on each committee is chairman.

ATHLETICS: McWilliams, Biggerstaff, Dalton, Jamison.

BULLETINS: Fidler, Hodges, Violette.

CALENDAR: Wright, Goetze, Gray.

CREDENTIALS: Heyd, Epperson, Fair, Green, the Registrar.

EXAMINATIONS: Root, Bray, Wright.

EXCESS AND DIMINISHT CREDIT: Jones, Jamison, Pyle.

EXTENSION COURSES: Violette, Burrows, Schell.

The term of service of the Extension Course Committee begins in the Summer Quarter.

FACULTY ADVISORS: Kingsbury, Dueringer, Patterson, Shouse.

FACULTY COURTESIES: Kirkham, Clevenger, Patterson.

HEALTH: Reed, Edna Green, Humphrey, Kingsbury.

LIBRARY: Bundy, Fair, Tatum, Wise.

NOMINATIONS: Biggerstaff, Doolittle, Fair, Green, Zeigel.

RECOMMENDATIONS: Cosby, Burrows, Doolittle, Emery, Stokes.

SCHOOL COMMUNITY ENTERTAINMENTS: Wise, Baird, Dalton, Doolittle, Emery, Gray, Shouse.

STATE AND COUNTY CERTIFICATES: Selby, Fidler, Simmons.

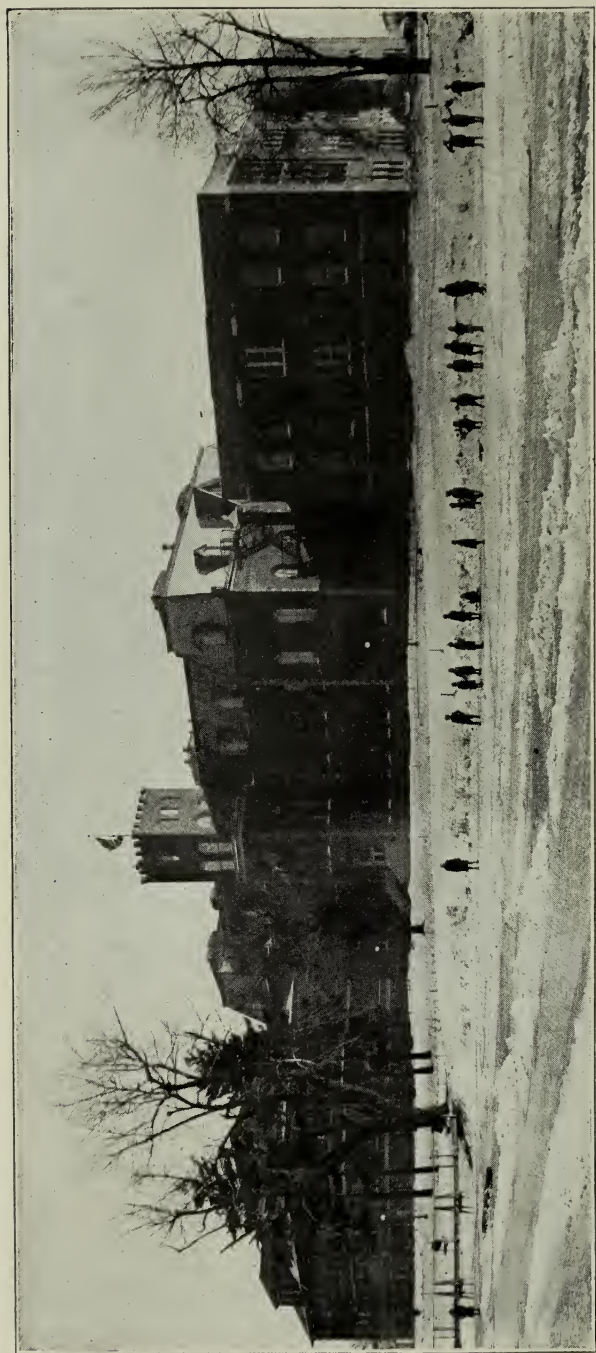
STUDENT AID AND EMPLOYMENT: Humphrey, Baird, Dalton.

FACULTY SECRETARY: Cosby.

FIELD WORK: Zeigel, Humphrey, McWilliams.

INDEX REPRESENTATIVE: Jones.

President Kirk, ex-officio member of all committees.



PICTURE TAKEN JANUARY 1, 1919

At left, Library Hall; In middle, Baldwin Hall; At right, Science Hall, interior burned out September 18, 1918, reenclosed (flat roof) January 1, 1919, reoccupied June 1, 1919.
Demonstration Rural School, Industrial Arts Hall, Farm Cottage, School Farm, Greenhouse and School Gardens at the Rear.

ENTERING

When to Enter. The fall term opens Tuesday, September 9, but students should get into Kirksville Monday, September 8, and settle the matter of rooms and board that day. Tuesday, September 9, will be devoted to the making of programs.

Prepare Credentials in Advance. Students desiring credit for studies taken in other schools and colleges must file with the Credentials Committee on or before the date of entrance a complete statement of such credit. Certificates of credit should be in definit form and must be signed by proper teachers or officials of the school attended. On request the Teachers College will furnish blanks in which definit statements of credit may be made for each school attended.

What the Credentials Should Show. Credentials should show: (1) The number of months attended in each school above the eighth grade; (2) every study pursued above the eighth grade, the number of months in each study, the number of recitation periods per week, and the average length in minutes of recitation periods in each study; (3) they should show the number of high school units of credit in each study of high school grade and the number of semester hours of credit in each study of college grade.

Advanced Standing. Those bringing credentials from accredited high schools, academies, colleges, normal schools, teachers colleges and universities receive advanced standing unit for unit and semester hour for semester hour.

Credit From Unaccredited Schools. Nearly every unaccredited or partially accredited school has been rated by the state superintendent of schools. The accredited studies are therefore known. Students from such unaccredited or partially accredited high schools receive credit indicated by the state superintendent's rating. Those coming from unclassified private educational institutions in which their work was done prior to July 1, 1917, may have their credits evaluated by the credentials committee. When at a later date these credits are approved by the visiting committee they will be permanently entered in the Teachers College records.

Approval of Subjects Taught. Students who have taught

subjects in high schools approved by state inspectors or by similar accrediting agencies in other states will be given credit for those subjects in the event that they have not previously received high school credit or college credit in the same.

Examinations for Advanced Standing. Students desiring credit from schools of any kind in greater amount than is allowed by the state superintendent's rating may take examinations to prove their right to such credit. The intention is that students who have mastered studies anywhere at any time, inside or outside institutions, may prove their knowledge of such studies thru examinations during the first week of the term; and each student may have three terms in which to take examinations in all unaccredited studies, but examinations are not to be taken in the lower forms of a study after the student has pursued in this institution the higher forms of that study.

The Incidental Fee. The incidental fee is ten dollars per term, payable in advance. No other fees are allowed; but students are charged for breakages in laboratories. They are fined for misuse of library books.

Admittance to Contests. All students paying incidental fees for a term will be admitted during the term to all contests in which the Teachers College is a participant.

No Return of Fees. Incidental fees are not refunded for any cause whatsoever. They are not allowed to apply on any period excepting that for which they are paid in advance.

Program Card. The daily program card is a receipt for the incidental fee. It contains agreements signed by the student. It must be substantially identical with a duplicate on file in the president's office.

Order of Procedure. 1. On reaching the Teachers College the student goes to the Registrar's office and gets receipt for the incidental fee, ten dollars.

2. The student fills out a matriculation card.

3. The student returns matriculation card to be filed.

4. The student presents grade cards and other credentials to the credentials committee, if that has not been done in advance.

5. The student receives from the credentials committee a card showing classification as: (1) a high school student, (2) a college student, or (3) a special student.

6. The student now plans a program for the term.

How Many Studies: (1) Typical students may have four studies without consulting the excess credit committee. (2) From 20 to 30 per cent of the students may by consent of the committee on excess credit have four and one-half studies. Manual Arts, Freehand Drawing, Sight Reading, Gymnasium work are half studies. (3) About 5 per cent of all students may by permission of committee on excess credit have five studies each.

Faculty Members Make Programs. On the first day of the term members of the faculty will be distributed by departments in rooms easily accessible to students. A program committee will advise with new students and help them to make out their programs. Each department will be ready to advise students with reference to its particular courses. No subject should be entered in the program without the consent of some member of the department in which the subject is taught. Faculty members, president, dean, registrar, and clerks are accommodating and anxious to help new students to select a good working program.

Change of Program. A program should be chosen with extreme care. After choice has been made, the student should exert the greatest possible effort to carry the program selected and complete its several courses. No student can change classes or drop a subject without the written consent of the teacher of the subject and official approval at President's office, and then only during the first five weeks of the term.

Leaving Town. Enrolling students agree not to leave Kirksville during the term without permission from the President or the Dean of the Faculty.

Social Entertainments. Each student agrees not to attend dances or other social parties on the afternoon or night of Monday, Tuesday, Wednesday, or Thursday during the school term, excepting by permission from the President.

How to Apply for a Certificate or Diploma. A student who wishes to obtain a certificate or diploma at the end of any quarter must fill out an application card and file it with the registrar by the end of the 5th week of the quarter. A student who fails to comply with this necessary provision will be asked to pay \$1 for the privilege of making application.

CERTIFICATES, DIPLOMAS, DEGREES

1. Rural State Certificate. It is equivalent to the Teacher-Training Certificate. The requirement is sixteen units of prescribed high school studies—the last six months being in the Teachers College.

2. 30-Hour Certificate. It is an elementary state certificate valid for two years—based upon an approved four year high school course and one year in academic and pedagogic studies of college grade. The minimum residence requirement is two terms.

3. 60-Hour Diploma. It is a life diploma designating ability to teach in elementary schools—based upon an approved four year high school course and two years in studies of college grade. The minimum residence requirement is three terms.

4. 90-Hour Diploma. It is a life diploma designating ability to teach and supervise teaching in high schools and elementary schools—based upon an approved four year high school course and three years in studies of college grade. The minimum residence requirement is three terms.

5. 120-Hour Diploma. It is a life diploma bearing the Bachelor's Degree—based upon an approved four year high school course and four years in studies of college grade. The minimum residence requirement is three terms.

It is thus seen that the Teachers College plan of certification meets the definite needs of teachers at various stages of their preparation. It is of primary importance to students who must teach awhile and go to school awhile because of not being able to finish a college education by continuous study through four successive years.

GENERAL INFORMATION

Rooms and Meals. A majority of our students have their rooms with private families. They are welcomed into the homes of the best people in Kirksville. Rates for rooms vary from small amounts up to about \$2.00 per week per student. The average per student including light and heat is \$1.50 per week, two in a room, with modern conveniences. Meals for typical students cost from \$3.00 to almost \$5.00 per week, with an average approximating \$4.00 per week per student. Rooms for light house-

keeping may be had at reasonable rates. Rooming houses must be exclusively for men or exclusively for women. A parlor must be provided for the use of young women when they have guests. Treatments for women students in rooming houses are to be chaperoned when given by men. All inquiries for rooms and board, whether for men or women, should be addressed to Mrs. Jo Walker Humphrey, Adviser of Women.

Total Cost Per Term. The cost per term for a typical student is likely to be: Incidental fee, \$10.00; books and supplies, \$7.00; laundry, \$8.00; room rent, \$16.50; meals, \$40.00. Total, \$81.50.

The Cafeteria. This institution has long supported a first class department of Home Economics. Practical courses in cafeteria cooking led to the establishment of a cafeteria in comfortable, ventilated, fire proof rooms. Its equipment includes the best appliances for cookery to be secured for money in the United States.

This cafeteria is the first of its kind in a Missouri Teachers College. It opened on the first day of the summer term a year ago and for 10 weeks served on an average almost 300 students three times a day. During the fall term it served meals 3 times a day to 161 S. A. T. C. men. It furnishes meals approximately at cost, with ample variety from which each student may select. It insures wholesome food and well balanced rations, changing from day to day.

The cafeteria draws upon the "state farm" for many supplies. It furnishes employment for about twenty students, preferably students in Home Economics, both men and women. It pays for student labor about \$140 each week. Many students earn their living expenses while helping to conduct the cafeteria. It is a laboratory where scientific facts are tested in practice.

The Dairying Laboratory. This is another means of testing scientific knowledge. It gives a few students opportunity to earn their living expenses while carrying a program of college studies. It sells its butter at the highest market price. It buys milk from the school farm, and from neighboring farmers, and as a practical application of dairying, pasteurizes and sells the milk at a reasonable profit. It furnishes about ten gallons of ice cream daily for the cafeteria and also a good quality of cottage cheese.

Employment Bureau. Women students desiring to reduce expenses by work in private families or elsewhere should address Mrs. Jo Walker Humphrey, Adviser of Women. Men students desiring employment should address L. A. Dalton, Professor of Agriculture, or John Jack, Chief Caretaker. Letters addressed to the president, dean, or registrar will receive prompt attention. Many students earn their expenses throughout long periods of time.

Student Loan Funds. There are several loan funds available to worthy students without interest while attending this institution. The class of 1912 founded a student aid fund which amounts to \$500, the interest from which is loaned to either men or women. The Alpha Sigma Alpha Sorority recently established a small loan fund which is to be increased from time to time until it amounts to at least \$500. The interest on this fund is loaned to women only. President Kirk is custodian of both of these funds. The Monday Club of Kirksville, an organization of Kirksville women, has a fund of \$850, all of which is available for loans to women. Mrs. J. A. Cooley of Kirksville is Treasurer of this fund. The Federation of Women's Clubs of Missouri has a large fund from which loans are made annually to girls and young women throughout the State in high schools and colleges. Applications should be made to Mrs. Henry N. Ess, 2416 Brooklyn Ave., Kansas City, Mo. The Gentry-Parrish Memorial Fund amounting to over \$500 was raised through contributions of the faculty, the alumni and the students of this institution some time ago in honor of the late Professor Gentry and Miss Parrish of the faculty. The interest on this fund is available as loans to either men or women. Mr. E. M. Violette of Kirksville is Treasurer of this fund. The Y. W. C. A. of the college makes occasional loans to young women from the profits of the stand which it maintains in the college. Mrs. Jo Walker Humphrey is in charge of these loans.

The Committee on Recommendations uses all possible means to aid Boards of Education and Superintendents in securing suitable teachers for the schools of Missouri. In the year 1919 the Committee on Recommendations has placed 207 teachers. They have given substantial help to many others. They have placed teachers at a total salary of \$187,875.50 for the school year.

The average salary of those not holding Teachers

College certificates or diplomas is\$ 540.00

The average salary of those holding the 30-hour certificate is	657.00
The average salary of those holding the 60-hour diploma is	877.00
The average salary of those holding the 90-hour diploma is	1,044.00
The average salary of those holding the 120-hour diploma with the Bachelor's degree is	1,452.00

The Teachers College has placed teachers in the following named states: Arizona, Iowa, Missouri, Minnesota, Kansas, Utah, Idaho, Montana, Colorado, Michigan, Arkansas, Illinois, Oklahoma, Oregon and Wyoming, for the school year 1919-1920.

The demand for good teachers, with college credit far exceeds the supply. The initial salaries of the holders of the Bachelor of Science degree shows an increase of 37%; for the ninety hour diploma an increase of 25%; and for the sixty hour diploma an increase of 30% over the salaries paid in the preceding year. No fee is charged Boards of Education; but to pay postage, telegrams, telephone tolls and printing, a fee not exceeding one dollar is charged every student who enrolls with the committee.

The Dramatic Club. The activities of the Dramatic Club in the past year have included the study of great drama and dramatists, the production of good plays, the analysis of current movements and tendencies in drama, and especially the application to education of the knowledge and experience thus acquired. These activities were climaxed in the summer quarter by the performance of Moliere's "Doctor by Compulsion" and Joseph Jefferson's version of "Rip Van Winkle." A similar but greater program is planned for the coming year.

Members of the Club belonging to a class in dramatic composition have written a scenario of a motion picture play based on life in the Teachers College. This play they plan to rehearse and film, beginning probably in September. These same students have written a series of plays on such rural life subjects as vocational agriculture, the modernized farm home and surfaced roads. One of these plays will in all likelihood be presented at the Northeast Missouri State Teachers Association meeting in October. After that date the Club will be ready to give the play wherever desired, as in the case of similar plays in previous years.

The Dramatic Club in the past fifteen months purchased and donated to the college library over two hundred dollars worth of new plays—largely one act plays. These plays will be loaned to teachers on application. Schools intending to compete in dramatics in the spring high school contest are particularly invited to make use of this splendid collection.

The great dream of the Club for three years has been to have in the College a room which they may equip ideally as a "little theatre," such as is found at Fargo, North Dakota, Harvard University, Columbia University and at some large high schools, like that at South Bend, Indiana. This "little theatre" they plan to use as a laboratory for dramatics classes, for the club's meetings and rehearsals, and for concrete demonstrations of artistic and economical equipment for teachers and those likely to have to do with building school and community auditoriums. Various calamities have prevented the achievement of this objective, but the Club members feel sure that the coming year will see its realization. They believe that the example of this "little theatre," together with the influence of the other items here enumerated, will go far toward the solution of one of the fundamental problems of all communities, the entertainment of the community members.

Plays and Players. The annual tour of the Devereux Players has in two years become an established phase of the summer school life, quite as much as was formerly the annual visit of the Coburn Players. The Devereux program of Ibsen, Hugo, Rostand, and Tchekov plays in 1918, followed by a repertory from Shakespeare, Sheridan and Goldsmith in 1919 left nothing to be desired in high class dramatic art. The coming of the Devereux Players to our outdoor stage in July is one of the delights of the summer school.

Summer Opera. The popular custom of having a light opera each summer has been resumed. In 1919 the Music Department, assisted by the Dramatic Club and the departments of Physical Education, Industrial Arts and Household Arts, gave a performance of "Erminie" that competent critics pronounce the most finished ever given in Kirksville. Even finer things are to be hoped for in the coming year.

High School Contests. In April, 1919, 581 high school

students representing 25 high schools participated in contests in the Teachers College building and on the college campus. These contests included the usual field and track meet; also, grain and stock judging contests, bread judging contests, sewing contests, declaiming and off hand speaking contests, dramatization contests, chorus contests, and orchestra contests.

It was the pleasure of the Teachers College to entertain all these high school contestants free. Meals were furnished free to all contestants at the Cafeteria. Rooms were provided in private homes and boarding houses. The awards consisted of 48 medals, 7 cups and 6 certificates.

The various classes of Teachers College had headquarters for high school delegations and acted as hosts for the different high schools. The program was a great success. The Northeast Missouri High School Association encourages all group activities for high schools and will hold the next series of contests in April 1920 at the Teachers College in Kirksville. Plans are also being matured to provide for some form of county contests. Write for our forthcoming February Bulletin which will explain the plans of the meet and give the rules governing the contests..

The Demonstration Schools. The efficient Teachers College generates in the mind of each intending teacher some definite concrete ideals of what good teaching is and some personal skill in teaching. The instrumentalities for this purpose are: (1) practice schools, (2) training schools, and (3) demonstration schools, the purpose of each being fairly well indicated by its name.

This institution long used the practice schools. It has for some time been gradually changing to the plan of demonstration schools. These are now grouped as follows:

1. The kindergarten.
2. The elementary schools, first to sixth grades inclusive.
3. The junior high school, seventh to ninth grades inclusive.
4. The senior high school, tenth to twelfth grades inclusive.

We shall have, during the ensuing year, a much larger and better organized teaching staff than heretofore for the demonstration schools. This will include part time of more than thirty teachers and the equivalent of the full time of more than twenty teachers, classified as follows:

1. One kindergarten director.
2. Eight classroom teachers for the elementary schools and part of the junior high school.
3. Two supervisors for the lower elementary school classes.
4. Four supervisors for the upper elementary school classes and part of the junior high school classes.
5. Departmental instructors for the upper classes in the junior high school and for all classes in the senior high school.
6. A new supervising professor of Education, who will spend about one third of his time teaching classes in Education and the remainder of his working time as director and supervisor of demonstration schools and chairman of the committee on co-ordination of all studies from kindergarten to senior high school inclusive.

The time heretofore allotted to practice teaching will be materially reduced. Nearly all teaching in the demonstration schools will be under the departmental plan. The greater part of the instruction in the elementary schools and nearly all the instruction in the high schools will be given by departmental experts, most of whom are eligible to teach college classes and spend part of their time teaching such classes.

All these teachers in the demonstration schools are selected in view of special skill and ability in their respective fields. There will still be some practice teaching, but such teaching will be done after good and ample preparation on the part of the intending teachers. They will first see and study good teaching. They will not be imitators. They, the young teachers, will study those to be taught. They will know in its relations the subject matter to be used in their teaching. Theirs will be studies and try outs in adaptations and adjustments.

Utilities Long Overlooked. Within the last ten or twelve months it has been realized for the first time that this institution and several others of the same type were overlooking and ignoring facilities within themselves admirably adapted to demonstration school purposes. One fifth of the students of this school are "grown ups" or "near grown ups" pursuing or reviewing high school studies. These slightly over-aged high school students are among the best and sturdiest in the state. They repre-

sent a condition that will continue for a considerable period in the middle west, truly a condition and not a theory. They are for the time being the best recruiting material from which to supply teachers for the public schools. Taught by superior teachers in the most wholesome atmosphere and for the highest purposes of the state these people in their several groups and classes constitute at no extra expense and without any duplication of grades or groupings a demonstration school of the most practical type and character. The problem, therefore, is a simple one, the co-operation or team work of some few groups of faculty members who seem quite ready to co-operate.

Strict But Sane Classification. Students of the Teachers College are to be the determining factors in educational adjustments and progress. They are to hold strategic positions. Therefore their classification and their programs must be in harmony with the highest ideals and the sanest standards of the educational era in which they live. To this end:

1. College students are differentiated into (1) those of the junior college and (2) those of the senior college.

2. Students having less than 60 semester hours of credit constitute the junior college; those having 60 or more semester hours of credit constitute the senior college.

3. Students in the junior college have a majority of their studies in junior college subjects; those in the senior college have a majority of their studies in senior college subjects.

4. Students in the junior year may in case of necessity "bring up" studies from sophomore and freshman years but students in the senior year should very seldom reach back into the junior college to make up deficiencies in their earlier programs.

5. All college courses are designated by arabic numerals: junior college courses, by numbers 1 to 99 inclusive; those of the senior college, by numbers 100 to 199 inclusive.

DEFINITIONS

A "term" covers 11 to 12 weeks.

A "school year" is three terms approximating nine school months.

A "unit" is a credit earned by the successful pursuit of a high school study or its equivalent for three terms or one "school year."

The "semester hour" means 18 typical class periods in a college study.

The "unit" measures all high school credits and no others. The "semester hour" measures college credits and no others.

Typical college classes meet 45 times in a term.

45 divided by 18 equals $2\frac{1}{2}$.

Each typical college study yields $2\frac{1}{2}$ semester hours in a term. Typical college classes meet four times per week; high school classes, five times per week. Class periods are .50 minutes in the clear leaving 5 to 10 minutes for exchanges.

Gymnasium work, Sight Reading in Music, First Year Drawing, Manual Arts and Chorus work when taken 1 period per day are "half credit studies," and valued at 1-6 unit or $1\frac{1}{4}$ hours.

REQUIREMENTS IN ALL COURSES

Freshman Year

Authorizing a Certificate Valid in the state for 2 years.

	Semester Hours
1. From Education, 1a, 1b and 15.....	7 $\frac{1}{2}$
2. From Education, 21, 23, 25, 27, elect.....	5
Minimum in Education.....	12 $\frac{1}{2}$
3. From Half Credit Studies, elect.....	5
4. Electives.....	12 $\frac{1}{2}$
Total credits.....	30

Note 1. An additional Elementary certificate is issued on completion of 4 studies in residence with an average of G. But see notes 2 and 3 on next page.

Note 2. The 12 $\frac{1}{2}$ hours of electives must be selected in due relation to one another and for some definite purpose.

Note 3. Graduates of high school Teacher Training courses may elect (after due notice) 7 $\frac{1}{2}$ hours in Education and offer 22 $\frac{1}{2}$ hours in other subjects.

Freshman and Sophomore Years Combined

Authorizing an Elementary Diploma with Life Certificate.

	Semester Hours
1. From Education, 1a, 1b and 15.....	7 $\frac{1}{2}$
2. From Education, 21, 23, 25, 27, elect.....	5
3. From Education, 3, 5, 7, 8, 9, 10, 11, elect.....	5
Minimum in Education.....	17 $\frac{1}{2}$
4. Preferred Major Study.....	7 $\frac{1}{2}$
5. Preferred Minor Study.....	5
6. From Half Credit Studies, elect.....	5
7. Electives.....	25

Total Credits.....60

Note. Definite need in an early teaching position may, by approval of President, be reason for modifying No. 2 and substituting other courses in the study of the teaching of specific subjects.

Freshman, Sophomore, and Junior Years Combined

Authorizing a Diploma with Life Certificate to teach in all public schools.

	Semester Hours
1. From Education, 1a, 1b and 15. elect.....	5
2. From Education, 3, 5, 7, 8, 9, 10, 11, elect.....	5
3. From Education, 15, 125a, 125b, elect.....	5
4. From studies in the teaching of specific subjects.....	5
5. From Education, elect.....	2½
Minimum in Education.....	22½
6. Major Subject.....	15
7. First Minor.....	10
8. Second Minor.....	5
9. From Half Credit Studies, elect.....	5
10. Electives.....	32½
Total credits.....	90

Freshman, Sophomore, Junior and Senior Years Combined

Authorizing Diploma with Life Certificate and Bachelor's Degree

	Semester Hours
1. From Education, 1a, 1b and 15. elect.....	5
2. From Education, 3, 5, 7, 8, 9, 10, 11, elect.....	5
3. From Education 15, 125a, 125b elect.....	5
4. From Education, 107, 109, 111. elect.....	2½
5. From studies in the teaching of specific subjects.....	5
6. From Education, elect.....	2½
Minimum in Education.....	25
7. Major Subject.....	22½
8. First Minor.....	15
9. Second Minor.....	10
10. From Half Credit Studies, elect.....	5
11. Electives.....	42½
Total credits.....	120

Note 1. The foregoing statement of requirements went in to effect September 11, 1918, but students who have completed the first two years of college studies in this institution may, at their option, meet the requirements for diplomas under conditions named in the bulletin of June, 1917; and no requirements in addition to those stated in this bulletin shall be made for any certificate or diploma prior to September, 1919.

Note 2. The successful candidate for a certificate or diploma must have earned the last 10 semester hours of credit in this institution; and no certificate or diploma will be issued except at the end of a term in residence.

Note 3. The minimum time in residence for an Elementary Certificate is 2 FULL TERMS in residence; for any diploma 3 FULL TERMS in residence.

Note 4. Each student is expected to take one term's work in physical education during each year of college study.

EDUCATION

HIGH SCHOOL COURSES

IIIa. The Psychology of Learning	one third unit
IIIb. School Management	one third unit
IVa, b and c. Methods and Observation	one unit
IVd. Rural Life Problems	one third unit

COLLEGE COURSES

1a. Introduction to Teaching	2½	Semester Hours
1b. Psychology	2½	Semester Hours
3. Principles of Teaching	2½	Semester Hours
5. Rural Sociology	2½	Semester Hours
7. The Elementary Course of Study	2½	Semester Hours
8. Methods in Intermediate Grades	2½	Semester Hours
9. Rural School Administration and Supervision	2½	Semester Hours
10. Junior High School Methods	2½	Semester Hours
11. Kindergarten and Primary Methods	2½	Semester Hours
13. Kindergarten and Primary Methods	2½	Semester Hours
15. Study and Practice Teaching in Elementary School	2½	Semester Hours
21. The Teaching of English in Elementary Schools	2½	Semester Hours
23. The Teaching of Arithmetic	2½	Semester Hours
25. The Teaching of History in Elementary Schools	2½	Semester Hours
27. The Teaching of Geography	2½	Semester Hours
29. The Teaching of Music	2½	Semester Hours
33. The Teaching of Household Arts	2½	Semester Hours
35. The Teaching of Science	2½	Semester Hours
37. The Teaching of Physical Education and Athletics	2½	Semester Hours
39. The Teaching of Plays and Games	2½	Semester Hours
41. The Teaching of Manual Arts	2½	Semester Hours
101. Vocational Guidance	2½	Semester Hours
103. Educational Psychology	2½	Semester Hours
105. Principles of Education	2½	Semester Hours
107. History of Modern Education	2½	Semester Hours
109. History of Education in United States	2½	Semester Hours
111. Modern School Systems	2½	Semester Hours
113. The Teaching of Music—Methods in Music	2½	Semester Hours
115. The Teaching of Mathematics in High Schools	2½	Semester Hours
117. The Teaching of History in High Schools	2½	Semester Hours
119. The Teaching of Latin	2½	Semester Hours
121. The Teaching of Modern Languages	2½	Semester Hours
123. The Teaching of Commerce	2½	Semester Hours
125a. Study and Practice Teaching	2½	Semester Hours
125b. Study and Practice Teaching	2½	Semester Hours
127. High School Problems	2½	Semester Hours
129. School Administration	2½	Semester Hours
131. Supervision of Instruction	2½	Semester Hours
133. Intelligence Tests and Measurements	2½	Semester Hours
135. The Teaching of Industrial Arts	2½	Semester Hours
137. The Teaching of High School Science	2½	Semester Hours
139. The Teaching of Theory of Music	2½	Semester Hours
141. The Teaching of Home Economics	2½	Semester Hours
143. The Teaching of High School English	2½	Semester Hours
145. Organization and Administration of Vocational Education	2½	Semester Hours
147. Methods of Teaching Vocational High School Agriculture	2½	Semester Hours
149. Methods of Teaching Vocational High School Agriculture	2½	Semester Hours
151. Supervised Practice Teaching in Vocational High School Agri.	2½	Semester Hours
153. Supervised Practice Teaching in Vocational High School Agri.	2½	Semester Hours
155. Practice Teaching in Home Economics	2½	Semester Hours
157. Practice Teaching in Household Arts	2½	Semester Hours
161. Problems in Modern Education	2½	Semester Hours

SYNOPSSES OF COURSES

COMMERCE

P. O. SELBY, MRS. EDNA SCHELL, -----
High School Courses

II. Bookkeeping. A study of systematic record keeping and business practice. 1 unit. Offerd each term.

III. Typewriting. 1 unit. Offerd each term. MRS. SCHELL AND OTHERS.

IV. Commercial Geography. A general survey of commerce and industry in and between the United States and other countries. $\frac{1}{2}$ unit. Winter and spring terms. MR. SELBY.

College Courses

1a, b and c. Stenography. The primary object in offering this subject is to prepare students to teach it, and special attention is given to the teaching of stenography. The course is a complete one, including practice in speed. $7\frac{1}{2}$ hours. MRS. SCHELL.

2a, b and c, and 3a, b and c. Typewriting. Six terms of work are offerd in Typewriting, but the work may be done in one year's time by taking two periods per day, thus accompanying the study of Stenography. Touch-writing, speed-writing, and business correspondence are phases of the study. $7\frac{1}{2}$ hours. Offerd every term. MRS. SCHELL.

11. Penmanship. This includes both technical and teaching phases of the subject. $1\frac{1}{2}$ hours. Spring and summer terms.

15a, b and c. Elementary Accounting. Opening and keeping books, closing entries, business statements, partnership and corporation accounting, business forms and office practice. $7\frac{1}{2}$ hours. Offerd each term. MR. SELBY.

17a. Business Law. Contracts, negotiable instruments, common carriers, partnership, corporations. A brief survey. $2\frac{1}{2}$ hours.

105a, b and c. Commercial Geography. a. The study of representativ industries. b. Fundamentals of manufacture and study of transportation. c. Foreign resources and trade. $7\frac{1}{2}$ hours. MR. SELBY.

115. Cost Accounting. $2\frac{1}{2}$ hours. Summer term. MR. SELBY.

117. Banking Practice. $2\frac{1}{2}$ hours.

125. Office Methods. Office training and trial, mechanical aids, duplicating devices. $2\frac{1}{2}$ hours. Winter and summer terms. MR. SELBY.

Related Courses

Business English. See English 19. $2\frac{1}{2}$ hours.

Economics. See Political and Social Science 101. $7\frac{1}{2}$ hours.

The Teaching of Commerce. See Education 123. $2\frac{1}{2}$ hours.

CORRESPONDENCE AND EXTENSION COURSES

Two kinds of instruction are provided for students not in residence: (1) courses in correspondence; (2) courses in extension classes. These courses are the same as those given in residence and are conducted by the regular members of the faculty. Credit is given for each course as if it were taken in residence.

Correspondence Courses. Students should enroll early in the fall if possible. They must complete their work by the last of the May following. No applications will be received after Feb. 15. A fee of \$10 is charged for each college course for which $2\frac{1}{2}$ hours' credit is given, and of \$7.50 for each high school course for which $\frac{1}{2}$ high school unit of credit is given. To each fee must be added fifty cents where library books will be required in doing the work of the course. In each course for which $2\frac{1}{2}$ semester hours' or $\frac{1}{2}$ high school unit's credit is given there will be 20 single or 10 double lessons. A single lesson is planned so that it will require approximately five hours of sixty minutes each for its preparation. Outlines of the lesson assignments will be sent to the students as they are needed. With each lesson paper sent in by the student, a stamped and self addressed envelope must be enclosed for its return after being examined and criticized by the instructor.

Extension Courses. These are conducted at study centers outside of Kirksville that are most convenient to the students. The fee is \$10 for each student. The minimum number of members required in order to secure the organization of an extension class will depend somewhat upon the distance of the study center from Kirksville. Ordinarily classes will not be organized unless there are eight or ten in the class. There will be ten meetings of the class for every course for which $2\frac{1}{2}$ hours credit is given. Each meeting will be at least two hours long and ordinarily the meetings of the class will be held every other week.

Maximum Credit. A maximum credit of ten semester hours or two high school units may be made by any one student thru correspondence courses or by extension courses or by both within the time set for the completion of such work, that is, from September to the May following. Students in residence in any institution will not be allowed to pursue either correspondence or extension courses in this institution.

Reading Circle Work. This institution will continue to give high school credit for Reading Circle work when done under the rules and regulations of the State Superintendent. A copy of these rules and regulations may be had on applying to the State Superintendent. Applications for credit for Reading Circle work in this institution should be made to the local County Superintendent. Final examinations will be held in March.

Special Bulletin. A special bulletin describing in detail all correspondence and extension courses may be had by applying to the Registrar or to E. M. Violette, Chairman of the Correspondence and Extension Course Committee. Address all special inquiries about these courses to the Chairman of the Committee.

Application for Correspondence Study

To the Registrar of the State Teachers College,
Kirksville, Mo.

Date.....

Name

Post-office address

Present occupation

Amount of draft enclosed \$.....

(Add 50 cents to the \$10 fee or the \$7.50 fee if the course requires the use of books from the College library.)

If at any time enroll in this State Teachers College, please give the year or years and the number of months in attendance.

Year.....Months attended.....

Year.....Months attended.....

Year.....Months attended.....

Attendance in other institutions, including both high schools and colleges:

Name of institutionMonths attended

Name of institutionMonths attended

Name of institutionMonths attended

Subject desired by correspondence.....

Give name and catalog number of the course. Roman numerals are used for high school courses, Arabic numerals for college courses. The letters a, b and c indicate the first, second and third terms of a course.

Amount of credit to be obtained.....

State in terms of semester hours or high school units.

Instructor

Show your classification as a student by the amount of credit you

now have:.....high school unitssemester hours.....

DEMONSTRATION SCHOOL

T. H. SCHUTTE, MABEL M. RICHARDS, LAURIE DOOLITTLE, GEORGIA TATUM,
THURBA FIDLER, LOUISE KIRKHAM, WILLIE WHITSON, VELDA
LORA COCHRAN, HILDA SEYD, MILDRED RIEGER, MABEL
HUTCHINSON, MABEL RINEHART, PHYLLIS BRYSON,
GRACE WEBBER, RUTH BROWN, -----,
one representative or more one hour per day
from each academic department.

High School Courses of Study herein outlined in connection with the several academic departments bear the designations adopted by the Conference of the State Educational Institutions. This fact however is no obstacle to the practical use of the terms junior high school and senior high school.

It is now proposed that the committees on the co-ordination of school studies shall during the ensuing year make a study of all school curricula, from kindergarten to twelfth grade inclusive and be prepared to go to press with their findings not later than May 1, 1920.

EDUCATION

MARK BURROWS, ROSAMOND ROOT, THURBA FIDLER, T. J. SCHUTTE, LAURIE
DOOLITTLE, MABEL M. RICHARDS, LOUISE KIRKHAM, GEORGIA
TATUM, VELDA LORA COCHRAN, WILLIE WHITSON, and
some twenty-five others designated in various departments

Secondary Courses

IIIa. The Psychology of Learning. A study in the essential facts and fundamental laws of human behavior. Such topics are considered as habit, association, attention, instinct, perception, memory, imagination, emotion, reasoning. Attention is paid to the physiological correlates of these processes. $\frac{1}{3}$ unit. Miss ROOT.

IIIb. School Management. The organization of the school. Teacher's relation and responsibilities to school officers, superintendent, patrons and social life of community. The efficient management of the school. Study of Hygiene, sanitation, and decoration of the school. Daily program and recitations. Discipline. $\frac{1}{3}$ unit. Miss FIDLER.

Iva. Methods and Observation. A course considering the theory of method and emphasizing the origin and use of subject matter; the function of teaching as related to control of values; motivation as a means of generating and directing activity, etc. $\frac{1}{3}$ unit. Miss ROOT.

Ivb. Methods and Observation. Factors determining the selection of subject matter. The methods of learning involved in reading, language, penmanship, spelling and arithmetic, with the corresponding methods of teaching these subjects. References will be made to the Missouri state course of study. $\frac{1}{3}$ unit. Miss ROOT.

Ivc. Methods and Observation. Factors determining the selection of subject matter. The methods of learning involved in geography, history,

physiology, and the vocational subjects with the corresponding methods of teaching these subjects. Reference will be made to the Missouri state course of study. $\frac{1}{3}$ unit. MISS ROOT.

IVd. Rural Life Problems. A study of the changes of rural life with reference to the re-direction of the rural school. $\frac{1}{3}$ unit. MR. BURROWS.

College Courses

1a. Introduction to Teaching. An orienting course designed to guide the beginning freshman student thru such information and advice as will aid him in preparing for a definite teaching career. The various types of teaching service will be studied. For this purpose instruction will be correlated with visits to the various departments of the school and a representative from each department will aid in giving the course. $2\frac{1}{2}$ hours. MR. BURROWS.

1b. Psychology. A study of mental life, the laws underlying human behavior and experimental work to show how these laws may be determined. $2\frac{1}{2}$ hours. MISS ROOT.

3. Principles of Teaching. A study of the principles and practices involved in good teaching with a consideration of such topics as attention and interest, habit formation, development of imagination and the thinking powers, appreciation, and play as a factor in education. Special attention will be given to the technique of teaching and class management. This course should be preceded by Education 1a and 1b. Offered Winter, Spring, and Summer terms. $2\frac{1}{2}$ hours. MR. BURROWS.

5. Rural Sociology. A study of conditions of life in the country and the agencies for improvement; the importance of agriculture; the economics and business organizations; marketing; wages and labor; rural credit; improvement of farm homes and health; transportation; recreation; education; religion; the rural social mind. A consideration of the part rural education will take in making the necessary social adjustments. $2\frac{1}{2}$ hours. MISS ROOT.

7. Elementary Courses of Study. An analysis of the socialized course of study to discover the subject matter which contributes to vocational, health, civic, avocational, and moral efficiency. The course is shown to function in furnishing knowledge, developing habits, and establishing ideals and appreciations. $2\frac{1}{2}$ hours. MISS ROOT.

8. Methods in Intermediate Grades. Methods for fourth, fifth, and sixth grades. How to lessen retardation in these grades. Projects to motivate the subject matter of the state course of study. How to work out lesson units based on the child's interests. A study of texts and materials for intermediate grades. $2\frac{1}{2}$ hours. MISS FIDLER.

9. Rural School Administration and Supervision. Designed for those preparing for supervision in rural education. $2\frac{1}{2}$ hours. MR. BURROWS.

10. Junior High School Methods. This course deals with the organization and management of the Junior High Schools. A study of the needs of reorganizing the upper grades of the elementary schools; an analysis of special courses of study now in use with the conditions determining them;

a survey of textbooks available to meet this need; methods and organization of subject matter; preparation of teachers. 2½ hours. MISS ROOT.

11. Kindergarten and Primary Methods. A study of the plays and games of little children and the actual playing of rhythmic games and folk-dances. Methods of teaching reading, phonics, language, spelling, writing, and also story-telling will be considered. Offered Fall, Spring and Summer Quarters. 2½ hours. MISS KIRKHAM AND MISS COCHRAN.

13. Kindergarten—Primary Methods. A relation of community life, primitive history, natural science, construction work and games to arithmetic, and to the manipulation of a variety of play materials, such as sand, clay, building blocks, paper, textiles, and nature materials. Actual projects. Offered Winter and Summer Quarters. 2½ hours. MISS KIRKHAM AND MISS COCHRAN.

15. Study and Practice Teaching in Demonstration School. Study and teaching of one subject or more one period daily for a term. This course is required for the Elementary certificate. 2½ hours.

21. The Teaching of English in Elementary Schools. This course is offered for teachers in rural schools and in the six grades of the elementary schools. Selection of subject matter for and methods of teaching literature, spelling, writing, language, and story-telling are considered. 2½ hours.

23. The Teaching of Arithmetic. This course endeavors to meet the actual difficulties encountered in the teaching of arithmetic. It will enable the student to judge the comparative values of various topics, texts, and processes in arithmetic. 2½ hours.

25. The Teaching of History in the Elementary School. A concrete study of the problems that confront the teachers of history in the elementary school. The members of the class will study the work done in history in the Demonstration School and from time to time the supervisors of the Demonstration School will conduct certain demonstrations before the class. 2½ hours. MR. VIOLETTE, MR. KINGSBURY, MR. FAIR.

27. The Teaching of Geography. An inquiry into the nature and scope of modern geography and its relation to nature study and sciences, with special attention to the organization of materials and methods of presentation. Offered every term. 2½ hours. MR. BURROWS.

29. The Teaching of Music. Methods in Music. 2½ hours.

33. The Teaching of Household Arts. Students should have studied both Food Preparation and Sewing before taking this course. 2½ hours.

35. The Teaching of Science. The equipment of laboratories and laboratory technique and the content and method of presentation of science courses in the public schools will be studied. 2½ hours. MR. STOKES, MR. BRAY, AND MR. WRIGHT.

37. The Teaching of Physical Education and Athletics. A laboratory course conducted chiefly thru use of Demonstration School children. Principles of Coaching. Selection, training and conditioning of men. The technique and practice of football, basketball, baseball, and track and field athletics. 1½ hours. MR. MCWILLIAMS.

39. The Teaching of Plays and Games. A course in theory and practice designed to meet the needs of teachers in these subjects. 2½ hours. MISS KOCH.

101. Vocational Guidance. A course covering "Education for Adjustment" with effort to understand the current transformation in education which emphasizes interests and motives of individuals, the course to end in some survey problems, with purpose of habituating the intending teacher to the formation of independent plans for definite surveys and studies in future community service. 2½ hours.

103. Educational Psychology. An advanced course in the application of psychological principles to education, presupposing a course in general psychology or its equivalent. 2½ hours.

105. Principles of Education. An advanced course in the science and philosophy of education, covering in a general way the whole field of technical pedagogics. Free class discussions with frequent appeals to the student's own experiences and observation and library readings. A thesis is required. 2½ hours.

107. History of Modern Education. A study of the evolution of educational thought and practices with a view to a better understanding of present day problems in education. While this course is a history of education rather than a history of pedagogy, yet it is designed to give an adequate insight into class-room practices as evolved from the comparatively simple systems of the past to the complicated and detailed systems of today. Particular attention will be given to the development of American education. 2½ hours. MR. BURROWS.

115. The Teaching of Mathematics in High Schools. This course shows the value and place of secondary mathematics in the curriculum. It helps to organize the material of algebra and geometry and to correlate these subjects with allied subjects. 2½ hours.

119. The Teaching of Latin. Open to students who have had three or more years of Latin. Reasons from the study of Latin and its practical value; suggestions on making the most from a two year course in Latin by association with English: selection of material for the second year; the constructions which should be taught with each year; preparation of charts illustrative of the value of Latin; uses of slides, maps, reference books; preparation of programs for Latin clubs; dramatization, games, helpful devices for first and second years. 2½ hours. MISS GREEN.

125a. Study and Practice Teaching in Demonstration School. An advanced study of the art of teaching. Opportunity is given to select, under advice, the work more beneficial in furthering the student's plans for the future. Prerequisite: Course 15. 2½ hours.

125b. An Elective Course in Advanced Practice Teaching. Taken under advice or consent of the department of Practice. 2½ hours.

129. School Administration. A study of the general problems which affect the work of a superintendent or supervisor. An attempt is made to acquaint the superintendent with the latest results that have been found as a result of the scientific study of education. Special emphasis will be placed on

the organization and administration of principles as affected by the Missouri School Laws.

133. Intelligence Tests and Measures. A critical study in the rich and growing literature of "scales," "standards," "tests" and "measures" for the purpose of preparing students to share in the present active search for more accurate methods of measuring student life, teacher efficiency, school room methods, and school systems. A simple concrete test of "student efficiency" is made in the demonstration school. Each member of the class makes a special study of some "test" or "scale" and reports its aim and method to his classmates together with his own judgment of its validity. Open to advanced students in Education. 2½ hours.

135. The Teaching of Fine Arts and Industrial Arts. Required of all who make Art their major subject. Prerequisites are General Art 1a, b, c, and a general review of the principles of Perspective, Designing and Color Theory: The modern view of Industrial Arts for educational and vocational aims. A study of Methods and Courses of Study. 2½ hours.

143. The Teaching of English in High Schools. Discussion centers around principles in use in high school instruction, subject matter for literature, composition both oral and written, dramatization and methods of teaching this material as well as practical programs for "Better English."

ENGLISH

BLANCHE F. EMERY, WARREN JONES, C. M. WISE, -----

High School Courses

Ia. Elementary Reading and Speaking. A practical course for junior high school students planned as an introduction to the field of high school literature and that of oral expression. ½ unit. Spring quarter.

Ia and b. Grammar and Composition. Courses for students who have not had regular first and second year high school courses. Each ½ unit. Fall, winter and summer quarters.

IIa and b. American Literature. Two courses covering the main writings from the time of Irving to the twentieth century. Each ½ unit. Fall, winter.

IIIa, b and c. English Literature. A study of English literature from the time of Chaucer to the present day. 1 unit. Fall, winter, spring, summer.

IVb. Contemporary Literature and Magazine Study. A study of the contemporary American authors and their works with a fairly detailed study of present day magazines in America. ½ unit. Spring, summer.

IIa, IIIb, IVc. Rhetoric. A unit's work in practical composition both oral and written. These courses should preferably come not consecutively in one year, but one in each of the three years of Senior high school. Each ½ unit. Fall, winter, spring.

College Courses

3a, b and c. American Literature. A survey course of the field of American Literature thru the formative period, the New England Renaissance and the present day. $7\frac{1}{2}$ hours. Fall, winter, spring; 3a and c repeated in summer.

5. English Literature. A rapid survey course in English Literature with types studied to represent the different periods. $2\frac{1}{2}$ hours. Fall.

15. Advanced Oral Reading. This course is designed for elementary teachers who need direction in oral reading. $2\frac{1}{2}$ hours. Fall, winter, spring, summer.

17a, b and c. Bible as Literature. 17a is a study of Old Testament narratives; 17b, of Poetry and Wisdom of the Old Testament; 17c, of the New Testament. $7\frac{1}{2}$ hours. Fall, winter, spring. 17c in summer term.

19. Business English. Offered for stenographic students. $2\frac{1}{2}$ hours. Fall, spring.

21a and b. Practical English. Fundamental courses in practical writing and impractical speaking. 21a emphasizes writing; 21b, speaking. 5 hours. Fall, winter, spring, summer.

23. The Chaucerian Age. $2\frac{1}{2}$ hours. Winter.

25. The Puritan Age. $2\frac{1}{2}$ hours. Spring.

27. Romance Poets. $2\frac{1}{2}$ hours. Summer.

101a, b and c. Nineteenth Century English Literature. 101a is a study of the poets; 101b, the essayists; 101c, the novelists. $7\frac{1}{2}$ hours. Fall, winter, spring, summer.

103. Tennyson and Browning. $2\frac{1}{2}$ hours. Summer.

105. Modern Fiction. $2\frac{1}{2}$ hours. Winter, summer.

107a, b and c. Modern Drama. $7\frac{1}{2}$ hours. Fall, spring. (107c not given in 1919-1920).

115. Short Story. $2\frac{1}{2}$ hours. Spring.

117a and b. Shakespeare. 117a, the comedies; 117b, the tragedies. 5 hours. Fall winter, spring, summer.

123. Eighteenth Century Prose. $2\frac{1}{2}$ hours. (Not given in 1919-1920.)

127. Modern Poetry. This course includes the production of original poems with a view to competing for the Annual Scholarship of twenty-five dollars, known as, "The G. S. Allison Scholarship in Poetic Competition." $2\frac{1}{2}$ hours, summer.

131a and b. Journalism. Practical work on the school paper. 5 hrs. Fall, winter, spring, summer.

133. Pageantry. $2\frac{1}{2}$ hours. (Not given in 1919-1920.)

137. Debating. $2\frac{1}{2}$ hours. Spring.

139. Community Drama. $2\frac{1}{2}$ hours. Summer.

The Teaching of English in Elementary Schools. $2\frac{1}{2}$ hours. Fall, winter, spring, summer. See Education 21.

The Teaching of English in High Schools. $2\frac{1}{2}$ hours. Summer. See Education 143.

FINE ARTS AND INDUSTRIAL ARTS

EDNA GREEN AND LENA PATTERSON

High School Courses

1a. Elementary Design. Presented in paper cutting, poster making, printing, abstract design and color theory. 1-6 unit.

1b. Perspectiv and Drawing. In pencil, crayon, charcoal and water colors. 1-6 unit.

1c. Water color, figure posing and craft problems. 1-6 unit.

College Courses

1a, b and c. General Art. The work of these three quarters is divided in the same way as that of the High School Drawing classes. The studies are presented with a view toward teaching the prospective teacher how to present art to children. This course gives the student sufficient preparation to enable him to teach Drawing in the elementary schools. $3\frac{3}{4}$ hours.

Note. The following courses are to prepare special teachers and supervisors in elementary schools, high schools and normal schools. Prerequisite: 1a, b and c, or equivalent.

3a. Drawing and Perspectiv. The principles of perspectiv are developd thru experiment and observation. They are applied in the sketching of objects, interiors, street scenes, and figure posing, in pencil and charcoal. $2\frac{1}{2}$ hours. Fall term.

3b and c. More advanced studies in perspective with especial attention to harmony of color, composition and proficiency of technic in pencil, charcoal, crayon, water colors and oils. 5 hours.

5. Sketching. During the summer a course in outdoor sketching is offerd which may be substituted for either 3b or 3c. $2\frac{1}{2}$ hours.

7a, b and c. Design and Art Structure. This course includes the study of the principles of spacing and arrangement, grace of line, light and dark, and color theory in abstract design, printing and craft work. $7\frac{1}{2}$ hours. Fall, winter and spring terms.

9. Costume History and Design. Instruction is given in the principles of design and color harmony as applied to textiles, embroidery and costume. The history of costume is studied for the suggestions which it affords designers of modern costume. Some instruction in Fine Arts must precede this course. $2\frac{1}{2}$ hours. Winter and summer terms.

The Teaching of Fine Arts and Industrial Arts. See Education 135. $2\frac{1}{2}$ hours. Winter and summer terms.

Rural School Art

11. A course in fine and industrial arts planned to meet the needs of the rural school. Stress is placed upon the use of materials at hand and the means by which the principles of fine and industrial arts may function in the home and community. Actual class room experience in the handling of materials. Prerequisite 1a and b. $2\frac{1}{2}$ hours.

13a. Industrial Arts for Elementary Schools. This course deals with the industrial changes in materials, and presents an educative type of handwork as well as a worthy body of subject matter. 13a deals with man's records. 2½ hours. Offered Fall and summer quarters. Prerequisite 1a and 1b.

13b. Industrial Arts for Elementary Schools. This course is a continuation of 13a. It deals with clothing and utensils. 2½ hours. Offered winter and summer quarters.

13c. Industrial Arts for Elementary Schools. This course completes the work offered in industrial arts for elementary schools. It deals with food, shelter and tools. 2½ hours. Offered spring and summer quarters.

101a. Art History and Appreciation. A prerequisite to this course is a course in European History: Prehistoric, Oriental, Greek and Roman Art and Architecture. 2½ hours. Fall term.

101b. Mediaeval and Renaissance Art and Architecture. 2½ hours. Winter term.

101c. Modern Art and Architecture. 2½ hours. Spring term.

103. Advanced Composition and Illustration. Study of landscapes, living models etc., combined with work in original composition in different mediums. 2½ hours. Spring term.

105a and b. Clay Modeling and Pottery. This course includes the copying of some simple historic ornament in clay, the making and decorating of tiles and pottery. 5 hours. Winter and summer terms.

107a, b and c. China Painting. Prerequisite: courses 1a and b. 7½ hours.

109. House Decoration. The application of the principles of design and color harmony to wall, window and floor decoration, carpets, pictures and furniture. 2½ hours. Fall term.

111. Art Appreciation. This course is planned for those who wish a knowledge of the principles of art structure without the actual execution. No drawing is given in this course and it has no prerequisite. 2½ hours. Winter and summer terms.

113. Pageantry. The application of the principles of design and color harmony to pageantry and the staging of plays. 2½ hours. Spring term.

115. Art in Journalism. Cartoons, illustrations, lettering, advertisements, design and color as used in journalism and poster making. Prerequisite: Industrial Arts 13a. 2½ hours.

HISTORY

E. M. VIOLETTE, J. L. KINGSBURY, LUCY SIMMONS, J. F. PYLE

High School Courses

1a, b and c. American History. A general course in American history. The first quarter deals with the colonial period down to the close of the American Revolution; the second quarter, with the period down to the close of the Civil War; and the third period, down to the present time. 1 unit.
MISS SIMMONS.

Ila, b and c. European History. A general course in the development of European civilization from earliest times to the present. The first quarter deals with the ancient period; the second quarter, with the medieval and early modern period; and the third quarter, with the late modern period. 1 unit. MISS SIMMONS.

III. Current History. In this course a study will be made of the current events of historical significance. An attempt will be made to develop the historical setting of each event that is discussed. $\frac{1}{3}$ unit. MR. KINGSBURY or MISS SIMMONS.

College Courses

COURSES PRIMARILY FOR ELEMENTARY SCHOOL TEACHERS

For the benefit of those who are planning to teach in the elementary schools, the following new courses in history are offered. These courses are organized so that they supplement the standard high school courses and add directly to the further equipment of those who will be called upon to teach history in the elementary schools. Other courses of a similar nature and for a similar purpose will be organized from time to time.

15a. Primitive and Ancient Life. This course will deal chiefly with the social life of primitive and ancient peoples from prehistoric times down to the fall of the Roman Empire. Special emphasis will be given to the Greeks and the Romans. $2\frac{1}{2}$ hours. MISS SIMMONS and MR. KINGSBURY.

15b. English and American Life to 1750. This course is a continuation of 15a and will deal chiefly with the social life in England during the middle ages and in the English colonies in America down to 1750. $2\frac{1}{2}$ hours. MR. VIOLETTE and MISS SIMMONS.

Teaching of History in the Elementary School. See Education 25.

GENERAL COLLEGE COURSES

1a, b and c. Medieval and Modern History. A course giving a broad and general view of the development of Western Europe from the last days of the Roman Empire to the present time, with special emphasis on the more recent period. The first quarter is devoted to the period closing at about 1300; the second quarter, to the period closing with Frederick the Great; the third quarter, to the period closing with the present time. It is recommended that this course precede all the other college courses that are listed in this group. $7\frac{1}{2}$ hours. MR. VIOLETTE.

3a, b and c. Ancient History. A course in the political history of the ancient world. The first quarter deals with the Oriental world; the second quarter, with the Greek world; and the third quarter, with the Roman world. Special emphasis is placed on the lives of some of the great characters of each country and upon the characteristic political and social institutions. $7\frac{1}{2}$ hours. MR. KINGSBURY.

5a, b and c. American Constitutional History. For description see Political Science 5a, b and c.

7a, b and c. English History. A general survey of the history of England and the British Empire from earliest times to the present. The

first quarter will cover the period down to 1500; the second period will deal with the institutional development from 1066 to 1500 and then cover the period down to 1689; the third quarter will cover the period down to the present. 7½ hours. MR. VIOLETTE.

9. Missouri History. A course in which certain of the more important topics in the history of Missouri will be studied intensively and in connection with their historical setting in American history. Owing to the centennial celebrations that will be held in Missouri during 1920 and 1921 in commemoration of the admission of Missouri into the Union, this course will prove of special value to the teachers of Missouri at this time inasmuch as they will be called upon to assist in these celebrations. (Those who wish to supplement this course with something that deals specially with the government of Missouri as it is today, should take the second quarter of the course in American Government and Politics. See Political Science 1b.) 2½ hours. MR. VIOLETTE.

13. History of the Great War. A course dealing with the conditions that prevailed in recent times in Europe tending toward the outbreak of the war and with the progress of the war down to its close. (The course on Contemporaneous International Politics—Political Science, 3—is a continuation of this course and should be taken by those who wish to make a study of the great national and international problems that have arisen out of the war). 2½ hours. MR. VIOLETTE.

103a, b and c. Ancient Life. A study of the private, social, economic and commercial activities of the ancients from the dawn of Egyptian history to the close of Roman history. Particular attention is paid to the position of women, agriculture, literature, religion and philosophy of each nation under discussion. The course in Ancient History is a prerequisite for all except those who are majoring in the Latin department. 7½ hours. MR. KINGSBURY.

107a, b and c. Nineteenth Century History. A detailed investigation of the history of Europe since 1815. The first quarter deals with western Europe from 1815 to 1871; the second quarter, from 1871 to the present; the third quarter, with the history of the Balkans and Russia from 1815 to the present and with the Far East in recent times. The course must be preceded by the course in Medieval and Modern History or its equivalent. (It is supplemented by the one on European Government and Politics—Political Science, 105a and b. Both courses may be taken at the same time.) 7½ hours. MR. VIOLETTE.

109a, b and c. Latin American History. A study of the discovery and settlement of Central and South America; the condition and degree of civilization of the Indian inhabitants; the government of and life in the colonies; causes, events and results of the Revolution; and the social, economic and political progress to the present time. The course must be preceded by either the course in Medieval and Modern History or the one in American Constitutional History. 7½ hours. MR. KINGSBURY.

111. Recent Social and Economic History of Europe. A course dealing with the social and economic development of Europe in very recent

times. The course must be preceded by the one in Medieval and Modern History. $2\frac{1}{2}$ hours. MR. VIOLETTE.

113a, b and c. Social and Industrial American History. A course that deals with the social and economic problems that have arisen in the history of our country. The first quarter deals with the colonial period; the second quarter, with the period from the Revolution to the Civil War; the third quarter, with the period since the Civil War. Such topics as land tenures, household industries, labor problems, agriculture, manufacturing, etc. are discussed in such a manner as to show their influence upon our social, industrial, educational and political development. $7\frac{1}{2}$ hours. MR. PYLE.

Teaching of History in the High School. See Education, 117.

LATIN

T. JENNIE GREEN

Ila, b and c. Beginning Latin. Regular first year work. 1 unit.

IIIa, b and c. Caesar. Selections from the seven books of the Gallic War, in amount equal to the first four books. One lesson each week in prose composition. A brief survey of Caesar's life and the military tactics of his day. 1 unit.

1a and b. Cicero's Orations. Six orations read, usually the Manilian Law, Pro Archia, Pro Marcello, and selections from the four against Catiline. Composition each week. 5 hours.

3. Ovid. Selections from the Tristia, Heroides, Amores, Ars Amatoria, Remedia Amoris and Metamorphoses. Mythology and scansion. $2\frac{1}{2}$ hours.

5a and b. Vergil. The first six books of the Aeneid. Metrical reading, historical setting, mythology, and memorizing of a few choice passages. 5 hours.

7. Sallust. Bellum Catilinae. A comparison with Cicero's account of the conspiracy; style of the writer, composition. Regularly given during the summer quarter. $2\frac{1}{2}$ hours.

9. Word Study. A link for connecting Foreign Language study with English. Designed also to meet needs of those not acquainted with Foreign Languages who desire better knowledge of the mother tongue. $2\frac{1}{2}$ hours.

101. Livy. Books XXI and XXII. Faults and excellencies of the author as a historian. Given in the fall quarter. $2\frac{1}{2}$ hours.

103a. Horace. Most of the four books of Odes. Given in the winter. $2\frac{1}{2}$ hours.

103b. Horace. Selections from the Epodes. Satires, and Epistles including Ars Poetica. Given in the spring. $2\frac{1}{2}$ hours.

The Teaching of Latin. See Education 119. Given in the summer. $2\frac{1}{2}$ hours.

105. Cicero's Essays De Amicitia and De Senectute. $2\frac{1}{2}$ hours.

107. Cicero's Letters. Selections bearing on the events and the people with which the student of Latin already has some acquaintance. $2\frac{1}{2}$ hours.

109. Plautus. Two plays. $2\frac{1}{2}$ hours.

LIBRARY

I. R. BUNDY, RUTH WOOLMAN, HELEN GRAY

The Library is open from 7:30 a. m. to 9 p. m. except Saturday when the hours are from 8 a. m. till noon.

The general library consists of more than 22,000 bound and accessioned volumes, classified according to the Dewey decimal system and fully cataloged. The collection also contains upwards of 6,000 government publications, a pamphlet collection containing, among other items, sets as complete as can be obtained of the Bureau of Education Bulletins and the Farmers Bulletins of the Department of Agriculture; there is also a picture collection; 115 current periodicals are subscribed to.

Reference works, including dictionaries, encyclopedias and special works, are on open shelves in the reading room.

Library Economy

1. This is an elementary course designed to introduce the student to the use of the College Library and after that, to the library problem in its most general aspects; it will include reference work, elementary cataloging and classifying, and childrens' literature and will be required for entrance to the following courses. 2½ hours credit.

101a, b and c. These three courses will constitute a year's work planned to prepare the student for the position of public school librarian. The first quarter will cover organization and administration of a school library, book selecting and book-buying, bibliography, library history and legislation, classification and accessioning. The second quarter will be devoted to shelf listing and cataloging. The third quarter will be mainly practice work in the College Library. 7½ hours credit.

MANUAL ARTS

EDWARD N. HOWELL

3. Also III. **Perspective Sketching.** This course aims to teach the fundamental laws of perspective, and to develop skill in perspective sketching. The objects sketched will be for the most part shop projects and shop equipment. The media will be pencil, pen, paper and blackboard. Shading and graining will be introduced. 2½ hours or ½ unit.

5. Also IV. **Orthographic Sketching and Mechanical Drawing.** In this course the student takes up the study of orthographic projection and its application to working drawings. Problems are first sketched in the various views and later repeated in mechanical drawing. 2½ hours or ½ unit.

13. **Descriptive Geometry.** Problems relating to the point, line, and plane, the generation and classification of surfaces; tangent planes, plane sections, intersections, and development of surfaces. Prerequisites: 5 and Math. 1. 2½ hours.

15. **Sheet Metal Patterns, Developments and Intersections.** This course follows logically after Course 13. It takes up the applications of

descriptive geometry to the solution of practical problems in the laying out of sheet metal patterns. Prerequisites: 5 and 13. 2½ hours.

17. Machine Drawing. Here the student is taught to sketch and draw machine parts and assembled machines. Cross sections are introduced and their use taught. Some attention will be given to cams, gears, and link motions. Prerequisites: 5 and 7. 2½ hours.

19. Architectural Drawing. A modern house will be planned and all important details drawn. Frequent talks on materials, and methods of construction, heating, lighting, and ventilating systems, and good architectural design will be given. Prerequisites: 13 and F. A. 7a and b. 2½ hours.

101. Mechanical Perspective. This course takes up a more advanced study of the theory of perspective as related to the different planes, horizon line, vanishing points, angles of observation, measuring lines, and the mechanical means for making a proper perspective. Pencil and pen rendering of the sketches will be introduced to some extent. Prerequisites: 13 and three other drawing courses. 2½ hours.

103. Industrial Arts Design. The fundamental principles of good constructive design and its appropriate decorative treatment. The course aims to show how the limitations of material govern the designs employed, and to teach good mechanical as well as aesthetic proportions of parts in constructive work in wood and other common materials. Prerequisites: 1a and 1b, 7, 9 and 101. 2½ hours.

1a; Also Ia. Elementary Bench Work in Wood. This course is for those who need an introduction to the ordinary hand tools. It includes tool exercises, the study of tools and tool processes, construction of small projects and simple finishing. Sharpening of tools will be emphasized. 2½ hours or ⅓ unit.

1b; Also Ib. Advanced Bench Work in Wood. In this course the student will undertake larger and more difficult types of construction than in 1a. The machines will be used only for the getting out of stock. Joints will be hand made. Finishing will be emphasized, and the use of cane into construction will be introduced. Saw filing will be taught. 2½ hours or ⅓ unit.

21. Wood Turning. The use of the ordinary tools in turning up spindle and face plate work on the speed lathe. Some exercises followed by candle sticks, nut bowls, table lamps, gavels, etc., will constitute the course. Prerequisites: 1a and b, and 5. 2½ hours.

105. Mill Work. The work involves the use of all the machines of the mill room as labor saving devices in the rapid construction of furniture. Advanced furniture projects will largely constitute the work. Talks on the use and care of machines and safety first will be given. Prerequisites: 1a and b, and 5. 2½ hours.

107. Pattern Making. A brief study of the place of pattern making in modern industry. Several patterns will be made involving the core, split patterns, and the principles of shrinkage, draft, etc. Prerequisites: 1a and b, 21, and 5. 2½ hours.

109. Concrete Construction. A study of cement, concrete, and iron and their application to modern construction. Practice in building forms for foundations, walks, posts, etc., and mixing and laying of concrete will be given. Prerequisites: 1a and b, and 5. $2\frac{1}{2}$ hours.

7; Also III. Forging and Metal-Working. The use of the forge and the simple tools which go with it in the drawing, bending, forming and welding of iron and steel, and the forging and tempering of chisels, punches, etc. Soldering and shaping of sheet metal will also be taught. An oxy-acetylene welding and cutting outfit will be available. $2\frac{1}{2}$ hours or $\frac{1}{2}$ unit.

9; Also IV. Art Metal. Stretching, shaping, annealing, planishing, etching, and coloring of brass and copper. The elements of constructive and decorative design manifest themselves strongly. Paper knives, desk sets, bowls, trays, candle sticks, sconces, fobs, etc., are among the articles made. Prerequisites: F. A. 7a and b. $2\frac{1}{2}$ hours or $\frac{1}{2}$ unit.

111. Gas Engines and Tractors. This course takes up a study of the theory and practice of operating internal combustion engines. General principles are laid down as a basis for procedure in practice. Readings and lectures accompanied by practical work in overhauling small engines and tractors constitute the course. Prerequisites: High School Physics, and 7. $2\frac{1}{2}$ hours.

113. Farm Equipment. This course is designed especially for the agricultural student. It covers in rather rapid survey the different types of modern farm equipment such as planting and harvesting machinery, heating and lighting systems, water supply and water pumping systems. Machines and models will be available for demonstration and handling by the students. $2\frac{1}{2}$ hours.

115. Automobiles and Trucks. A course for advanced students who wish to study the problem in a critical way. A study of different types of ignition, lighting and starting systems will be made. Types of engines and transmissions will be taken up and discussed critically. Proper care and systematic overhauling will be emphasized. Prerequisite: 111. $2\frac{1}{2}$ hours.

11; Also IV. Raphia, Cord and Cane. A course in the handling of these materials in the making of mats, baskets, hammocks, tennis nets, fish seines, caning chairs, cane panels for furniture, etc. Especially suitable to elementary school teachers. $2\frac{1}{2}$ hours or $\frac{1}{2}$ unit.

Organization and Teaching of the Manual Arts. A study of the organization of material and methods in presenting subject matter to classes in Manual Arts. Organization of lessons and courses, the relation of courses, prevocational education and junior high school organization will be discussed. In this course students will spend much time planning and organizing courses and studying problems of manual arts administration. Prerequisite: 10 hours in Education. See Educ. 135. $2\frac{1}{2}$ hours.

117. Farm Shop Work. A course to be specially adapted to the class of intending teachers of Vocational High School Agriculture. $2\frac{1}{2}$ hours.

TABULATED CURRICULUM IN MANUAL ARTS

The Courses preferred and recommended for Teachers of Manual Arts are the following:

FRESHMAN

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
English	2½	English	2½	English	2½
(Effective Writing, 21a)		(Effective Speaking, 21b)		(Amer. Lit., 3c)	
Gen. Chem. (Chem. 1a)	2½	Gen. Chem. (Chem. 1b)	2½	Chem. of Metals.....	2½
Elementary Bench Work		Advanced Bench Work in		(Chem 3)	
in Wood (1a).....	2½	Wood (1b).....	2½	Descriptive Geometry (13)	2½
Perspective Sketching (3)	2½	Orthographic Drawing (5)	2½	Forging and Metal	
				Working (7).....	2½
	<hr/> 10		<hr/> 10		<hr/> 10

SOPHOMORE

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Trig. (Math. 3a).....	2½	Trig. (Math. 3b).....	2½	Rural Sociology.....	2½
Design & Art Structure	2½	Design & Art Structure	2½	(Educ. 5)	
(F. A. 7a)		(F. A. 7b)		Art Metal Work (9) ...	2½
Sheet Metal Drafting..	2½	Psychology.....	2½	Architectural Drawing..	2½
(15)		(Educ. 1b)		(19)	
Wood Turning (21) ...	2½	Machine Drawing (17) ..	2½	Raphia Cord and Cane	2½
	<hr/> 10		<hr/> 10	work (11)	
					<hr/> 10

JUNIOR

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Elective in Educ.....	2½	Vocational Guidance... 2½		Elective in Educ.....	2½
Physics (Phys. 101a)... 2½		(Educ. 101)		Physics (Phys. 101c)... 2½	
Mechanical Perspective	2½	Physics (Phys. 101b)... 2½		Modern Art and Archi-	
(101)		Industrial Arts Design.. 2½		tecture (F.A.101c)... 2½	
Mill Work (105).....	2½	(103)		Pattern Making (107).. 2½	
	<hr/> 10	Gas Engines & Tractors. 2½			
		(111)	<hr/> 10		<hr/> 10

SENIOR

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Principles of Educ..... 2½		Organization and Tchg. of the Manual Arts		Automobiles & Trucks.. 2½	
(Educ. 105)		(Educ. 135).....	2½	(115)	
Industrial Chemistry ... 2½		Practice Teaching..... 2½		Practice Teaching..... 2½	
(Chem. 103)		(Educ. 125a)		(Educ. 125b)	
Concrete Construction.. 2½		Elective in Educ..... 2½		Elective.....	2½
(109)		Elective.....	2½	Elective.....	2½
Elective.....	2½		<hr/> 10		<hr/> 10
	<hr/> 10				

SUMMARY

	hrs.		hrs.		hrs.
Manual Arts	47½	Fine Arts.....	10	Elective.....	7½
Education.....	25	English.....	7½		
Science.....	17½	Mathematics.....	5	Total.....	120

MATHEMATICS

WM. H. ZEIGEL, BYRON COSBY, G. H. JAMISON, CHAS. A. EPPERSON

High School Courses

Ia, b and c. Elementary Algebra. 1 unit.

II. Advanced Arithmetic. $\frac{1}{2}$ unit.

IIIa, b and c. Plane Geometry. 1 unit.

IVa and b. Advanced Algebra. $\frac{3}{4}$ unit.

High school courses should be studied, when possible, in the order in which they are numbered.

College Courses

1. Solid Geometry. This course includes the fundamental theorems of the geometry of space, mensuration of solids, and an introduction to modern geometry. $2\frac{1}{2}$ hours.

3a and b. Plane and Spherical Trigonometry. A study of trigonometric functions and the solution of plane and spherical triangles. Use is made of the transit. 5 hours.

5a. Surveying. This course includes different forms of land surveying, laying out of country roads, cross section work, differential and profile leveling, contour work, drainage areas, laying out railroad curvs and computing fills. $2\frac{1}{2}$ hours. Summer term. Prerequisite: Courses 3a and b.

7a and b. College Algebra. This course includes irrational numbers, graphic representation, progressions, theory of equations, determinants, partial fractions, variation and infinit series. 5 hours.

The Teaching of Arithmetic. $2\frac{1}{2}$ hours. See Education 23.

101a and b. Analytic Geometry. A study of the straight line, circle, conics, tangents to any conic, diameters, poles and polars, the general equation of the second degree, and the elements of analytic geometry of space. 5 hours.

103a and b. Differential and Integral Calculus. The course sets forth the fundamental principles of the calculus and includes the type forms of differentiation with practical problems; also the usual work in integral calculus with application to mechanics. 5 hours. Prerequisite: 101a and b.

105. Theory of Equations. This course will treat of the properties and roots of equations, the algebraic solution of the cubic and quartic, the solution of binomial and reciprocal equations, symmetrical functions of the roots, elimination and determinants. $2\frac{1}{2}$ hours. Prerequisite: Courses 101a and b.

107. History of Mathematics. This course gives a historical survey of the science of mathematics. It enables the student to follow the genesis of this science, to grasp the essential facts of mathematics, and to utilize them in the teaching profession. $2\frac{1}{2}$ hours. Prerequisite: Courses 101a and b.

The Teaching of Mathematics in High Schools. $2\frac{1}{2}$ hours. See Education 115.

MODERN LANGUAGES

J. W. HEYD

The beginning courses of both French and German are taught on a phonetic basis. Stress is laid on accuracy of pronunciation and the training of the ear and vocal organs by actual use of the foreign language in the classroom from the first. The grammar, though gotten largely inductively, is learned with thoroughness. The constructive side of the language is emphasized in all the French and German courses.

The Teaching of Modern Languages. Offered when desired by qualified students. 2½ hours. See Education 121.

French Language

1a, b and c. Beginning French. 1a. Fall and summer terms. 1b and c. Winter and spring terms respectively. 7½ hours.

3. French Conversation and Composition Course. This course consists entirely in practice of French conversation and free composition. Students with two units of high school French should enter this course. 2½ hours. Given in summer and fall quarters.

5a and b. French Reading Course. In this course representative French novelettes, short stories and comedies are read as a basis for conversation and free composition. A minimum of translation. 5 hours.

101. Advanced French Composition Course. 2½ hours. Offered when desired by qualified students.

German Language

1a, b and c. Beginning German. 1a. Fall and summer terms. 1b and c. Winter and spring respectively. 7½ hours.

3. German Conversation and Composition Course. This course consists entirely in practice of German conversation and free composition. Von Jagemann's German Syntax is used for reference. Students with two units of high school German should enter this course. 2½ hours.

5a and b. German Reading Course. In this course representative German novelettes and short stories (Novelle) are read as a basis for conversation and free composition. A minimum of translation. 5 hours.

101. Advanced German Composition. For advanced students and teachers who desire more thoroughly to master German syntax, style, idiom and choice of words. Offered when desired by qualified students. 2½ hours.

105a and b. Advanced German Reading Course. Poetry and modern novels are read. Interpretation largely in German orally and in writing. 5 hours.

109a, b and c. Schiller's Dramas. As much as possible in German. Offered when desired by qualified students. 7½ hours.

The following courses will also be offered in residence or by correspondence if asked for by qualified students: 113a, b and c. Goethe's Dramas, 7½ hours; 115 Goethe's Faust, 5 hours; 117a, b and c. Advanced German Drama, 7½ hours; and 125a, b and c. Die Novelle, 7½ hours.

MUSIC

RAYMOND N. CARR, MARY SHOUSE, J. L. BIGGERSTAFF, JOHANNES GOETZE

1a, b and c; also 1a, b and c. Vocal Music Classes. A course in sight singing covering the work of the eight grades of public school music and first year high school. $3\frac{3}{4}$ hours or $\frac{1}{2}$ unit. MISS SHOUSE.

Physics of Music. See Physics I.

3a, b and c. Harmony.

3a. Intervals, major and minor scales, triads and their connections, cadences, harmonization of melodies with simple triads. $2\frac{1}{2}$ hours. MR. GOETZE, MR. BIGGERSTAFF.

3b. Triads, seventh chords and their connections, ornamental tones, harmonization of melodies, harmonic analysis. $2\frac{1}{2}$ hours. MR. GOETZE, MR. BIGGERSTAFF.

3c. All other chords; practical application in harmonization of melodies, modulation, organ point, harmonic analysis. $2\frac{1}{2}$ hours. MR. GOETZE, MR. BIGGERSTAFF.

5. History of Music. Study of the development of the art of music from the earliest times to the present; each period illustrated, where possible, by music examples. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

7. Biography of Musicians. Lives of the great composers from the time of Guido of Arezzo to the present, with special emphasis on the contribution of each composer to the development of the art. Illustrative programs from each composer. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

9. The Chorus.

11. The Orchestra. Membership open to all students who own, and can play, an orchestral instrument and read music fairly well. $1\frac{1}{4}$ hours or 1-6 unit. MR. GOETZE.

15. Appreciation of Music. A course to prepare teachers to develop appreciation of music in the grades thru the use of the phonograph. $1\frac{1}{4}$ hours. MISS SHOUSE.

17. Violin Class. $1\frac{1}{4}$ hours. MR. GOETZE.

105. Individual Lessons. Students electing music as major study may have individual lessons in piano playing and singing upon signing the agreement prepared by the department of music and approved by the president of the school. $1\frac{1}{4}$ hours. MISS SHOUSE, MR. BIGGERSTAFF.

107a and b. Counterpoint.

107a. The single melodic line, two part counterpoint, two part invention, analysis. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

107b. Three part counterpoint, three part invention, four part counterpoint, fugue, analysis. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

109a and b. Form.

109a. Instrumental Form. Study of canon, fugue, sonata, ancient and modern dance forms and symphonic forms. $2\frac{1}{2}$ hours. MR. BIGGERSTAFF.

109b. Vocal Form. All "song forms"; cantata, opera and oratorio. $2\frac{1}{2}$ hours.

111a and b. Instrumentation.

111a. Special study of how to write for the different instruments of band and orchestra, singly and in combination. $2\frac{1}{2}$ hours. MR. GOETZE.

111b. Continuation of foregoing. $2\frac{1}{2}$ hours. MR. GOETZE.

The Teaching of Music. Teaching methods for the eight grades of public school music, with special emphasis upon the use of the child voice. $2\frac{1}{2}$ hours. See Education 29.

115. Piano Tuning. A practical course in tuning and repairing for prospective supervisors of music who need to understand the care of the instrument. $1\frac{1}{4}$ hours. MR. BIGGERSTAFF.

The Teaching of Elementary Theory. A course designed to acquaint the teacher with practical methods of presenting notation, rhythm, intervals, triads and the elements of form and melody. $2\frac{1}{2}$ hours. See Education 139. MR. BIGGERSTAFF.

PHYSICAL EDUCATION FOR MEN

H. L. McWILLIAMS

Ia and 1a. Gymnastics. A beginning class in calisthenics, hand apparatus, gymnastic marching and games. Fall and spring terms. 1-6 unit or $1\frac{1}{4}$ hours.

Ib and 1b. A graded course in tactics, apparatus, tumbling, gymnastic dancing and Indian clubs. Winter term. 1-6 unit or $1\frac{1}{4}$ hours.

Ic and 1c. Advanced gymnastic exercises, gymnastic games, classification of pupils, leaders, tests, management of classes. Spring term. 1-6 unit or $1\frac{1}{4}$ hours.

II and 2. Athletics. Football, Basketball, Baseball, track and field athletics. 1-6 unit or $1\frac{1}{4}$ hours.

7. Playground Activities. Athletic games for boys and men. Organization of activities, conduct of tournaments and contests. Duties and practices of officials. Summer term. $1\frac{1}{4}$ hours.

9. School games. Suitable for the school room, playground, and gymnasium. Summer term. $1\frac{1}{4}$ hours.

101. Principles of Coaching. Conditioning and training of men. Care of injured players, rudimentary instruction in the coaching of football, basketball, and track and field athletics. Summer term. $1\frac{1}{4}$ hours.

Practice Teaching of Physical Education in the practice school. $2\frac{1}{2}$ hours.

PHYSICAL EDUCATION FOR WOMEN

CAMILLA KOCH

Ia and 1a. Gymnastics. A beginning class in gymnastics; hand apparatus; gymnastic marching; simple folk dances, and games. The student is given a working knowledge of the simple gymnastic positions and terminology. Open to those who have had no previous work in physical education. 1-6 unit or $1\frac{1}{4}$ hours.

Ib and 1b. Gymnastics. Continuation of Ia and 1a, but of a more advanced type. Graded exercises on heavy apparatus begun. Aesthetic dancing is introduced. 1-6 unit or $1\frac{1}{4}$ hours.

Ic and 1c. Gymnastics. Continuation of Ib and 1b.

Practice Teaching of Physical Education in the Practice School

Prerequisites: three quarters of gymnastic work. 2½ hours.

3. Athletics. Organized basketball, hockey, soccer, baseball, and other athletic games, in season. How to direct athletics for girls will be taught Open to all college women. 1½ hours.

The Teaching of Plays and Games. A course in theory and practice designed to meet the needs of teachers in these subjects. Summer quarter only. See Education 39.

107. Aesthetic Dancing. A course in group and solo dancing. Particular attention to the technique of dancing. Open only to those who have had previous training. 1½ hours.

POLITICAL AND SOCIAL SCIENCES

EUGENE FAIR, J. F. PYLE

High School Courses

Civics IIa. The first quarter's work deals with problems of local and state government.

Civics IIb. The second quarter's work deals with problems of national government. The aim of the two quarter's work is to give the student some idea of (a) his place as a member of society and therefore of his rights and duties as a citizen; (b) the civics problems of today; (c) the actual working of our local, state and national governments. ½ unit. MR. PYLE.

High School Economics IVa and b. The aim of this course is to give the high school student a clear and definite conception of some of the fundamental principles underlying our economic organization. Such topics as The Standard of living, Natural Resources, Labor and Industrial Efficiency, The place of Capital in modern production, Co-operation, The Problem of Distribution, Monopolies, etc. are discussed in a simple manner. (Emphasis is placed upon these economic principles which underlie some of our most prominent social and political questions.) The relationship existing between economic conditions and social and political life is kept constantly in mind. ½ unit. MR. PYLE.

College Courses

1a and b. American Government and Politics. A study in the present of what the American Constitutional History deals with in the past. Organization and workings of the national, local and state governments. 1a concerns national government; 1b concerns local and state governments. It is recommended that those who take 1b also take Missouri History (See History 9.) 5 hours. MR. FAIR and MR. PYLE.

3. Contemporary International Politics. Concerned with the international relations of the present. This is a continuation of the History of the great War (See History 13). 2½ hours. MR. FAIR.

5a, b and c. American Constitutional History. A course on the

history of American Government and Politics with a strong background of social and economic history. 7½ hours. MR. FAIR.

101a, b and c. Sociology. The course in Sociology is outlined to illustrate the working of the chief factors in social organization and evolution. Part one of the course is designed to give a rather detailed study of the origin, development, and structure of society with reference to the family as a typical human institution. Part two follows with a concrete study of the problems of society. The course is designed to meet the requirements of the Smith-Hughes Law. 7½ hours. MR. FAIR.

Economics. 103a, b and c. The first quarter's work deals with the principles underlying our economic organization. Such topics as Consumption of Wealth; Value and Price; Production and its Relation to Land, Labor, Capital, and Organization; Distribution and its Relation to Profits, Rent, Wages, and Interest, and to Production, are discussed and interpreted from the theoretical viewpoint thus establishing a basis for an intelligent study of current economic problems.

The second and third quarter's work deals largely with a study of our present-day economic organization. Such topics as Banking and Credit—Federal Reserve and the Farm Loan Banking Systems; Tariff Question; Labor Problem; Monopolies and Trusts; The Marketing of Farm Products; etc. are studied with a view of making concrete application of certain well-established economic principles. The course is designed to meet the requirements of the Smith-Hughes Law. 7½ hours. MR. PYLE.

105a and b. European Government and Politics. Study of the organization and workings of the chief governments of Europe. It is recommended that those who take this course also take 19th Century History. (See History 107a, b and c.) 5 hours. MR. FAIR.

107. Party Government. Deals with the action, organization, theory and purpose of political parties. Applied especially to the United States. 2½ hours. MR. FAIR.

The Teaching of History and Government. See Education 25 and 117.

War Time Courses

3a, b and c. Contemporary International Politics. Offered at the request of the Committee on Education and Special Training, during the school year of 1918-1919 as "War Aims." 3a, b and c. 7½ hours. Discontinued as a three quarter's course.

9. Military Law and Practice. Offered as an emergency course to meet the needs of S. A. T. C. students during the school year of 1918-1919. 1½ hours. Discontinued.

107. Military Tactics. Offered as an emergency course to S. A. T. C. students and others. 1½ hours or 2½ hours. Discontinued.

5a. Code Practice. Offered as an emergency course during the school year of 1918-1919. Discontinued.

SCIENCES AND ALLIED SUBJECTS

AGRICULTURE

E. A. WRIGHT, L. A. DALTON, L. C. CLEVINGER

Senior High School Courses

Ia. Biology. A technical course in high school botany. Text, "Plant Life and Plant Uses" by Coulter. $\frac{1}{2}$ unit. MR. CLEVINGER.

Ib. Biology. An applied course in high school zoology. Text, "Elementary Zoology" by Galloway. $\frac{1}{2}$ unit. MR. CLEVINGER.

Ic. Biology. High school course covering the essential principles of plant and animal improvement. Text "Domesticated Animals and Plants" by Davenport. $\frac{1}{2}$ unit. MR. CLEVINGER.

Ila. Agriculture. An elementary course in the study of farm livestock, including horses, cattle, hogs, sheep, and poultry. Text, "Live Stock on the Farm" by Dietrich. $\frac{1}{2}$ unit. MR. WRIGHT.

Iib. Agriculture. An elementary course in the study of soils and farm crops. Text, "Soils and Plant Life" by Cunningham and Lancelot. $\frac{1}{2}$ unit. MR. DALTON.

Iic. Agriculture. An elementary course in farm management. Text, "Farm Management" by Boss. $\frac{1}{2}$ unit. MR. WRIGHT.

College Courses

1a. General Botany. A study of the fundamental principles, vegetative functions of plants, and structure and life history of the lower chlorophyll bearing plants. Text, "Fundamentals of Botany" by Gager. $2\frac{1}{2}$ hours. MR. CLEVINGER.

1b. General Botany. A study of the general structure of fungi and higher plants. General Botany Course 1a is a prerequisite. Text, "Fundamentals of Botany" by Gager. $2\frac{1}{2}$ hours. MR. CLEVINGER.

3a. General Zoology. A study of the lower forms of animal life, giving a more or less complete account of the anatomy, physiology and ecology of one or more types. Text, "College Zoology" by Hegner. $2\frac{1}{2}$ hours. MR. CLEVINGER.

3b. General Zoology. A study of the anatomy, physiology and ecology of the invertebrates. General Zoology Course 3a is a prerequisite. Text, "College Zoology" by Hegner. $2\frac{1}{2}$ hours. MR. CLEVINGER.

9. Entomology. Fundamental principles of insect life with special reference to its economic importance. A careful study of a few insect pests and remedies for control of same. General Zoology Course 3b is a prerequisite. $2\frac{1}{2}$ hours. MR. DALTON.

11a. Farm Crops. A study of the cereal crops, their cultural requirements, insect enemies, and diseases, commercial grading and judging. General Botany Course 1b is a prerequisite. Text, "The Small Grains" by Carleton. $2\frac{1}{2}$ hours. MR. DALTON.

11b. Farm Crops. A study of the forage crops, their cultural requirements, insect enemies, and diseases. General Botany Course 1b is a

prerequisite. Text, "Forage and Fiber Crops" by Hunt. 2½ hours. **MR. DALTON.**

11c. Farm Crops. A study of corn, cultural requirements, insect enemies, and diseases. Special emphasis placed on scoring, judging, and seed testing. General Botany Course 1b is a prerequisite. Text, "The Corn Crops" by Montgomery. 2½ hours. **MR. DALTON.**

17a. Breeds of Live Stock. History and development, care and management, of the types and breeds of horses, hogs, and sheep. Special work in stock judging. 2½ hours. **MR. WRIGHT.**

17b. Breeds of Live Stock. History and development, care and management of the types and breeds of beef and dairy cattle. Emphasis is placed on cattle judging. 2½ hours. **MR. WRIGHT.**

18a. Poultry Production. Origin and development of the types and breeds of poultry. Care and management of poultry, poultry house construction, caponizing, incubation and care of chicks. 2½ hours. **MR. WRIGHT.**

19a. General Horticulture. Cultural requirements, propagation, insect enemies, and diseases of large and small fruits. Text, "Productive Orcharding" by Sears. 2½ hours. **MR. DALTON.**

19b. School Gardening. Cultural requirements, propagation, insect enemies and diseases of garden crops, and plans for garden and school yard improvement. 2½ hours. **MR. DALTON.**

101. Animal Nutrition. Animals' digestive systems; digestion, absorption, assimilation; feed-stuffs, balanced rations, and feeding practices. Chemistry 1a and 1b prerequisites. 2½ hours. **MR. WRIGHT.**

103. Farm Management. Types of farming, rotations, accounting, rental systems; choosing and planning a farm, cost of production, farm labor, and successful marketing. 2½ hours. **MR. WRIGHT.**

105. Principles of Breeding. Principles of heredity, environment, variation, prepotency, fertility standards; laws governing general crop and live stock improvement, also the methods employed. General Zoology 3b is a prerequisite. 2½ hours. **MR. WRIGHT.**

107a. Elements of Dairying. Composition, care, and handling of milk and its products. Laboratory of milk testing, separation of cream by gravity and by the centrifugal separator, handling milk and butter on the farm. 2½ hours. **MR. WRIGHT.**

107b. Milk Production. Selection, management, breeding and feeding of dairy cattle, calf rearing, keeping records of dairy herds. The students in this course will get experience in buying milk and cream direct from the farmers. 2½ hours. **MR. WRIGHT.**

107c. Dairy Products. Commercial methods of determining fat, salt and moisture, acidity, and total solids, and solids—not fat—in milk and its products. Laboratory work consists of butter making, cheese making and ice cream making. 2½ hours. **MR. WRIGHT.**

115a. Soil Management. Origin, formation, and management of soils. Text, "Soils, their Properties and Management" by Lyon, Fippin and Buckman. Prerequisite: Chemistry 1a and b. 2½ hours. **MR. DALTON.**

115b. Soil Fertility. Soil classes, fertility demands, and soil analysis.

Prerequisite: Agriculture 115a. Text, "Soil Fertility and Permanent Agriculture" by Hopkins. 2½ hours. MR. DALTON.

118b. Incubation and Brooding. This course is given in the spring term only. Class exercise takes up the principles and practical applications of the laws of incubation and brooding, also the construction and principles involved in the different makes of incubators and brooders. Laboratory work is devoted to the running of incubators and brooders. 2½ hours. MR. WRIGHT.

119b. Spraying and Pruning. This course given only during the spring quarter. The class exercise takes up the theory and development of spraying and pruning. The mixing, testing application of various spray mixtures, and practice in pruning of large and small fruits, is the laboratory work of this course. Prerequisite: Chemistry 1a. 2½ hours. MR. DALTON.

121a. Organization and Administration of Vocational Agriculture. A new course whose details are yet to be worked out. 2½ hours.

121b. The Teaching of Agriculture. This course deals with the teaching of animal husbandry and farm crops. The improvement of live stock and farm crops and the influence of same on the community. 2½ hours. MR. WRIGHT.

121c. The Teaching of Agriculture. This is a continuation of 121a, but special emphasis is placed on the methods of teaching soils and horticulture. 2½ hours. MR. WRIGHT.

For Farm Shop see Department of Manual Arts.

For Rural Economics and Marketing of Farm Products see Department of Political and Social Science.

COURSES IN AGRICULTURE

To prepare teachers of Vocational High School Agriculture

FRESHMEN

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
English.....	2½	English.....	2½	General Physics.....	2½
Horticulture.....	2½	Animal Husbandry.....	2½	Animal Husbandry.....	2½
General Botany.....	2½	General Botany.....	2½	General Zoology.....	2½
Inorganic Chem.....	2½	Inorganic Chem.....	2½	Bacteriology.....	2½
Military.....	1	Military.....	1	Military.....	1
	11		11		11

SOPHOMORES

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
General Physics.....	2½	Analytic Chem.....	2½	Farm Crops.....	2½
General Zoology.....	2½	Entomology.....	2½	Poultry Husbandry.....	2½
Analytic Chem.....	2½	Farm Crops.....	2½	Physical Geology.....	2½
Psychology.....	2½	Elective in Agri.....	2½	Rural Sociology.....	2½
Physical Educ.....	1				
	11		10		10

JUNIORS

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Organization and administration of		Methods of Tchg. Vocational H. Sch.		Methods of Tchg. Vocational H. Sch.	
Vocational Education....	2½	Agriculture.....	2½	Agriculture.....	2½
Dairy Husbandry.....	2½	Soils.....	2½	Rural Economics.....	2½
Agricultural Chem.....	2½	Dairy Husbandry.....	2½	Elective in Agri.....	2½
Soils.....	2½	Farm Crops.....	2½	Rural Organization and Marketing.....	2½
	<hr/> 10		<hr/> 10		<hr/> 10

Note: The Teaching of Vocational High School Agriculture is in 4 parts of one half term each: The teaching of (1) Animal Husbandry, (2) Farm Crops, (3) Soils, (4) Horticulture.

SENIORS

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Educational Psy- chology.....	2½	Supervised Practice Tchg. in Vocational		Supervised Practice Tchg. in Vocational	
Rural Economics.....	2½	H. S. Agri.....	2½	H. S. Agri.....	2½
Farm Shop.....	2½	Elective in Agri.....	2½	Elective in Agri.....	2½
Theory of Teaching....	2½	Elective.....	2½	Elective.....	2½
	<hr/> 10	Elective.....	<hr/> 10	Elective.....	<hr/> 10

A total of 48 hours in Agricultural subjects must be taken and 124 hours in all.

CHEMISTRY

W. J. BRAY and -----

1a and b. General Inorganic Chemistry.

1a. Introduction, fundamental laws, hydrogen, oxygen, and water. 2½ hours. MR. BRAY and assistants.

1b. Nitrogen, sulphur, carbon, and the halogens. 2½ hours. MR. BRAY and assistants.

3. The Chemistry of the Metals. 2½ hours. MR. BRAY and assistants.

5. Household Chemistry. Pland to meet needs of those taking Home Economics. Chemistry 1a and b is presupposed. Special study of chemistry of cooking, textiles, cleaning, and other household processes. 2½ hours. MR. BRAY and assistants.

7a and b. Introduction to Analytical Chemistry. A course in the fundamentals of qualitativ and quantitativ methods for students of agriculture and home economics only. 5 hours. MR. BRAY.

101a, b and c. Analytical Chemistry. Courses 1 and 3 are presupposed.

101a. Methods of qualitativ analysis. 2½ hours.

101b. Qualitativ analysis of salts, ores, alloys, metals, etc. 2½ hours.

101c. Methods of Quantitativ Analysis. 2½ hours. MR. BRAY.

103a. Industrial Chemistry. A study of the chemistry of industrial and commercial operations and processes. Recitations and laboratory work. Chemistry 1, 3 and 107a are presupposed. 2½ hours. MR. BRAY.

103b. Industrial Chemistry. Qualitativ and quantitativ analysis applied to industrial chemical problems. Recitations and laboratory work. Chemistry 101a, b and c and 103a are presupposed. 2½ hours. MR. BRAY.

105. The Chemistry of Water Supplies. A systematic study of water supplies from sanitary and engineering standpoints, including a study of the installation and maintenance of municipal and private water works. Chemistry 1, 3 and 101a, b and c are presupposed. 2½ hours. MR. BRAY.

107a and b. Organic Chemistry. Chemistry 1a and 1b are presupposed.

107a. The chemistry of the paraffin and olefine hydrocarbons and their derivatives. 2½ hours. MR. BRAY.

107b. The chemistry of the aromatic hydrocarbons and their derivatives, including dyes and intermediates, toxic gases, and high explosives. 2½ hours. MR. BRAY.

109. Agricultural Chemistry. A study of the chemistry of plant growth and nutrition, soil fertility and of animal physiology and nutrition. Chemistry 1a, 1b, and 3 are presupposed. 2½ hours. MR. BRAY.

111. The Chemistry of Foods. A study of the chemistry of the preparation, digestion and assimilation of food. Chemistry 107a is presupposed. 2½ hours. MR. BRAY.

113a, b and c. Quantitativ Analysis. A more advanced course than 101c.

113a. Gravimetric analysis of minerals, ores, salts and other inorganic materials. Chemistry 1a, 1b, 3, 101a and 101b are presupposed. 2½ hours. MR. BRAY.

113b. The volumetric analysis of inorganic substances. Chemistry 113a is presupposed. 2½ hours. MR. BRAY.

113c. Quantitativ Organic Analysis. Chemistry 107a and 113b are presupposed. 2½ hours. MR. BRAY.

HOME ECONOMICS

MARY M. BAIRD, ESTHER DUERINGER. GEORGIA GRAY

College Courses

1a. Clothing. This is a course in garment construction designed to give the fundamentals of all ordinary sewing. The garments made are a nightgown, shirtwaist or smock and a wash dress. 2½ hours.

1b. Clothing. Following 1a. 2½ hours.

1c. Clothing. Following 1b. Dressmaking. 2½ hours.

2. Textiles. 2½ hours.

9a. Design. See Fine Arts. 2½ hours.

9b. Costume History and Design. See Fine Arts. 2½ hours.

101a. The Clothing Problem. Advanced study of clothing. Pre-requisit: Clothing 1a, b and c; Textiles; Design and Costume Design. 2½ hours.

101b. The Clothing Problem. Following 101a. 2½ hours.

102. Millinery. This is designed as a technical course in millinery for the teacher or woman in her home. Trade methods are followed but modified to suit these purposes. This is offered as a comprehensive $2\frac{1}{2}$ hour course and will not be repeated during the year. Fall term. $2\frac{1}{2}$ hours.

3a. Food Preparation. A study of the source, selection, preparation and use of food. Prerequisite: 3 quarters of Chemistry and 2 quarters of Physiology. $2\frac{1}{2}$ hours.

3b. Food Preparation. Advanced study of food. Planning, preparation and serving of meals. Prerequisite: 3a. $2\frac{1}{2}$ hours.

3c. Food Preparation. Experimental work. Nature and use of food, chemical composition and principles underlying the preparation of food. Attended or preceded by Chemistry of Foods. Prerequisite: 3b and 4 quarters of Chemistry. $2\frac{1}{2}$ hours.

5. Home Nursing. Care of the sick in the home and the rendering of first aid to the injured. Demonstration work and the preparation of invalid foods. Prerequisite: Bacteriology and 2 quarters of Physiology. $2\frac{1}{2}$ hours.

103. Dietetics. Theory work and practice in planning meals and rations under special circumstances. Prerequisite: Chemistry of Food. $2\frac{1}{2}$ hours.

7. Household Problems. Study of the house, household appliances, care, cleaning, sanitation and budgets. Prerequisite: Sanitation and Preventive Medicine. $2\frac{1}{2}$ hours.

105. Household Management. $2\frac{1}{2}$ hours.

Household Sanitation. $2\frac{1}{2}$ hours. See Hygiene and Public Health. 3.

109. House Furnishings. Open to students who have had Art 1a, b and c. $2\frac{1}{2}$ hours.

111. Organization and Administration of Vocational Education. A study is made of the latest vocational work done in the high schools and colleges. $2\frac{1}{2}$ hours.

The Teaching of Home Economics. Prerequisite of at least 12 hours of Home Economics. $2\frac{1}{2}$ hours. See Education 141.

113a. Practice Teaching. $2\frac{1}{2}$ hours. See Education.

113b and c. Practice Teaching in Vocational High School Home Economics. 5 hours.

11. Cafeteria Cooking. Both theory and laboratory work. $2\frac{1}{2}$ hours.

115. Institutional Care and Management. Laboratory course. Actual work in the college cafeteria with a view to teaching the management of the vocational cafeteria. $2\frac{1}{2}$ hours.

COURSES IN HOME ECONOMICS

To prepare Teachers of Vocational High School Home Economics

FRESHMAN

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
English.....	$2\frac{1}{2}$	English.....	$2\frac{1}{2}$	English.....	$2\frac{1}{2}$
Chemistry.....	$2\frac{1}{2}$	Chemistry.....	$2\frac{1}{2}$	Chemistry.....	$2\frac{1}{2}$
Design.....	$2\frac{1}{2}$	Cost. Design.....	$2\frac{1}{2}$	Clothing.....	$2\frac{1}{2}$
Physiology.....	$2\frac{1}{2}$	Physiology.....	$2\frac{1}{2}$	Food Prep.....	$2\frac{1}{2}$
	10		10		10

SOPHOMORE

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Physics	2½	Organic Chem.	2½	Chem. Foods	2½
Food Prep.	2½	Bacteriology	2½	Home Nursing	2½
Textiles	2½	Clothing	2½	Food Prep.	2½
Ed. Psychol.	2½	Ed. Psychol.	2½	Clothing	2½
	<hr/> 10		<hr/> 10		<hr/> 10

JUNIOR

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Dietetics	2½	Gen. Economic	2½	Gen. Econ.	2½
Sanitation	2½	Preventive Medicine	2½	School Econ.	2½
Clothing Prob.	2½	Clothing Prob.	2½	Household Problems.	2½
Prin. of Teaching	2½	Elective	2½	Elective	2½
	<hr/> 10		<hr/> 10		<hr/> 10

SENIOR

1st quarter	sem. hrs.	2nd quarter	sem. hrs.	3rd quarter	sem. hrs.
Sociology	2½	Sociology	2½	Pract. T. H. H. E.	2½
House Furnishing	2½	Prac. T. H. H. E.	2½		
Teach. H. Econ.	2½				
Organ. & Admin. of					
Vocational Educ.	2½				
	<hr/> 10		<hr/> 10		<hr/> 10

Total Requirement—120 semester hours exclusive of Physical Education.

CHILD HYGIENE AND PUBLIC HEALTH

A. G. REED

High School Course

III. Physiology. A general course in nutritional and functional physiology for senior high school students. Special attention is paid to proper hygienic measures based upon normal physiological conditions of the human body. ½ unit.

College Courses

3. Sanitation. A systematic study of the factors in the environment that bear a close relation to the individual's health, including that of the teacher and the pupil, and the home conditions in general. Problems of proper heating, housing, and ventilation, water supply, food, and sewage disposal are considered. 2½ hours.

5a. General Bacteriology. The fundamental facts and principles are studied of microbiology, physiology and morphology; methods of studying, staining, etc.; immunity and infection; and the use of sterilizers, incubator and autoclave. 2½ hours.

5b. Household Bacteriology. Yeasts, molds and bacteria are stud-

ied in relation to such household problems as preservation and decomposition of foods. This course is especially recommended for students majoring in household arts. Prerequisite: 5a. 2½ hours.

5c. Industrial Bacteriology. This course deals with the relation of bacteria to the arts and industries. Studies are made, such as the part played by bacteria in soil fertility and the fixing of atmospheric nitrogen as plant food, in butter and cheese manufacture and brewing. Course 5a is required as a prerequisite. 2½ hours.

7a, b and c. Physiology. Prerequisite: chemistry 1a and 1b or equivalents.

7a. A detailed and more or less technical study of the human mechanism from the standpoint of cells and fundamental tissues, and their modifications into definite body parts. Consideration is given to the vascular system, including heart, blood vessels and blood, respiratory, secretory and digestive systems. 2½ hours.

7b. A continuation of 7a including a study of the processes of absorption, nutrition and metabolism, and muscle-nerve physiology. 2½ hours.

7c. In this quarter's work special emphasis is laid upon a study of the nervous system, special senses and the physiology of reproduction. The course is especially designed to meet the needs of those who wish to teach physiology in high school and to serve as a basis for scientific study of hygiene. 2½ hours.

101. Child Hygiene. In this course the causative factors involved in health control of the school child are dealt with. The common mental and physical defects are investigated and their relation to the child's general progress and the home hygiene are noted. 2½ hours.

103. Hygiene for Teachers. A study into the factors in the teaching profession that affect the individual teacher. A comparative study of health conditions in this and other professions and occupations is made with the view of leading to more hygienic teaching methods. 2½ hours.

105. Public Health Problems. A study of the sanitary problems arising as the result of collections or groups of individuals, such as the public water supply, milk supply, back alley problem, relation of weeds and refuse to public health, public meeting place from its hygienic aspects, duties of health officers, and conditions of factories and work shops. 2½ hours.

107. Pathogenic Bacteriology, which takes up the study of disease producing bacteria and protozoa, methods of disinfection after sickness, how diseases are transmitted, and how to diagnose diseases such as diphtheria or tuberculosis by the use of the microscope. Prerequisite: course 5a. 2½ hours.

109. Preventive Medicine. In this course students make careful physical examinations of school children under close supervision according to latest methods, with the view of applying preventive and corrective treatment where indicated. Methods of diagnosis as fully as may be practiced by the teacher are taken up. A study is made of immunity, quarantine methods, disease prevention in general, and the relation of eugenics and vice to physical conditions. First aid treatment is included. Prerequisite: course 101 or its equivalent. 2½ hours.

PHYSICS AND PHYSIOGRAPHY

J. S. STOKES, F. M. DURBIN

High School Courses

1a, b and c. General Science. An attempt to develop, in content and method, a one-year course for the high school in the domain of physical, chemical and biological science. 1 unit. MR. DURBIN.

IIa, b and c. Physical Geography. This course, in subject matter and method, is intended to demonstrate the work of our best high schools. Special attention given to development of laboratory work and illustrative facilities. 1 unit. MR. DURBIN.

IVa and b. Code Practice. (See 5a of college courses)

College Courses

1. The Physics of Music. For students of the course in music. The course is a modification of the work done in sound in the college physics course. The physical basis of music is systematically developed by experiment, demonstration and discussion. $2\frac{1}{2}$ hours. MR. STOKES.

3a and b. General Physics. A five-hour course, embracing the theory and application of those portions of the subject that have a direct bearing on the problems of farm life. Open to students of agriculture only. 5 hours. MR. STOKES.

5a and b. Code Practice. Practice in sending and receiving messages in Continental and Morse codes and methods of giving instruction in these codes. Students practice daily in use of sounder, buzzer, phonograph records, omnigraph and combinations of these instruments. Open also, on request, to students of senior high school, interested in wireless telegraphy. (See IVa and b) $2\frac{1}{2}$ hours or $\frac{1}{3}$ unit. MR. STOKES.

101a, b and c. Physics. A critical inquiry into the principles, methods and logic of physical science. Should be preceded by plane geometry. $7\frac{1}{2}$ hours. MR. STOKES and MR. DURBIN.

103a, b and c. Electricity. General principles of electricity, theoretical and applied. $7\frac{1}{2}$ hours. MR. STOKES, MR. DURBIN.

105a, b and c. Advanced Physics. A laboratory and reading course for individual work, intended for those having had course 101a, b and c and some or all of course in electricity. This is a course in the making. Minimum credit $2\frac{1}{2}$ hours. MR. STOKES.

1a, b and c. Physiography. A study of the physical features of the earth's surface and of the physical processes operative in producing them. Mathematical geography and meteorology. $7\frac{1}{2}$ hours. MR. STOKES.

101. Topography of the United States. A study of the details of the topography of selected portions of the United States, with the objects in view of observing and localizing numerous illustrations of processes previously studied. Also for acquiring knowledge of the relief of the country as an aid in teaching the geography and history of the United States. $2\frac{1}{2}$ hours. MR. STOKES. (Not given in 1919-20.)

103. Physical Geology. A study of the fundamental processes of crust-formation and deformation. A few of the most important subjects considered are: Rock-forming minerals, rock composition, rock types, rock decay, faulting, folding, unconformities, diastrophism, vulcanism and gradation. 2½ hours. **MR. STOKES.**

PROCEEDINGS

of Conference of Presidents of State Educational Institutions and State Superintendent of Public Schools, Jefferson City, Mo., June 14 and 15, 1917

Those present were: President A. Ross Hill, University of Missouri; President John R. Kirk, Normal School, Kirksville; President E. L. Hendricks, Normal School, Warrensburg, President W. S. Dearmont, Normal School, Cape Girardeau; President W. T. Carrington, Normal School, Springfield; Dr. S. E. Davis, Normal School, Maryville, acting for President Ira Richardson; and Hon. Uel W. Lamkin, State Superintendent of Public Schools; also P. P. Callaway, State Department, and Dr. J. H. Coursault, University of Missouri, members of Visiting Committee for 1916-17; and 1917-18; Wm. H. Zeigel, Normal School, Kirksville, member of Visiting Committee for 1916-17; C. A. Phillips, Normal School, Warrensburg, member of Visiting Committee for 1917-18; and W. M. Oakerson, Secretary.

CONDITIONS UNDER WHICH COLLEGE WORK SHOULD BE DONE

I. In all regulations appertaining to college and secondary work we shall conform as nearly as possible to the regulations of the North Central Association of Colleges and Secondary Schools.

II. All entrance certificates shall be filed with the credentials committee on or before the opening of the semester or term, excepting that in special cases the credentials committee may for adequate reasons grant an extension of time for the filing of entrance certificates. (Students beginning secondary work shall file official evidence that they have completed the work of the elementary school, except persons holding teachers' certificates).

ADMISSION TO CLASSES OF COLLEGE RANK

A. Completion of a four-year course, with at least 15 units of credit in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school, shall be required for entrance.

(1) All parties to the agreement should adopt a uniform requirement of fifteen secondary units for admission to college work.

B. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work may be admitted to college classes as special students, but they can not be candidates for graduation until they have met the requirements for admission as regular students.

C. A student can not be admitted to classes of college rank who is conditioned in more than two entrance units. All entrance conditions must be removed within one year of the date of admission. (Nine months of attendance may be considered a year.)

D. A unit is defined as a subject pursued five periods a week for at least 36 weeks, a period being 40 minutes in the clear, four units constituting a standard year's work. Excess of recitation time may accrue to the benefit of the student when sufficient limitation is placed upon the number of recitations which students may carry per week.

E. The Credentials Committee should have final authority in all cases of evaluating credentials and classifying students as college, secondary or special students.

III. Definition of College Work.

A. College work shall be defined as work taken by students who have met the minimum requirements for admission, in classes containing only those students who have complied with these requirements.

B. In schools where excess and diminished credit is allowed students shall not be permitted to carry for credit more than thirty-two semester hours per year, nor shall any student receive more than thirty-seven and one-half semester hours' credit per year. In schools where excess and diminished credit is not permitted students shall not be allowed to carry for credit more than thirty semester hours per year, except that, at the discretion of a committee on excess credit, students ranking among the upper 30 per cent. of the student body in scholarship may be permitted to carry $33\frac{1}{2}$ hours per year and students ranking among the upper 5 per cent. of the student body in scholarship may be permitted to carry $37\frac{1}{2}$ semester hours per year.

(1) When students transfer credits from one institution to another, excess and diminished credit should be reported by institutions allowing it and should be accepted by all institutions of the Conference.

C. Amount of Teaching. The maximum amount of teaching which may be done by instructors in college classes shall not exceed 18 hours per week or its equivalent in time. Two laboratory periods shall be counted as the equivalent of one recitation period.

D. Preparation of Teachers. The minimum preparation of teachers of college classes shall be the equivalent of that represented by the master's degree from a standard university or college, with special preparation in the subjects taught.

This requirement shall not be retroactive.

E. Late Entrance. The total credit for students who enter late shall not exceed one semester hour for each week of attendance. This rule need not be applied to students who for adequate reasons enter not more than one week late.

F. Credit for Correspondence Work.

1. At least eight lessons should be required for each semester hour of credit. A lesson should be planned so that it will require approximately five hours (of sixty minutes each) for its preparation.

2. A maximum of ten semester hours or two high school units may be completed in any school year.

3. No college credit shall be given for correspondence work in reading circle books.

4. A uniform fee should be charged,—not less than three dollars per semester hour is recommended.

5. Copies of all lessons should be kept on file.

G. Credit for Extension Courses.

1. Not fewer than four lecture or teaching visits by regular members of the faculty for each semester hour of credit.

2. Students should be required to do enough written work in addition to bring the standard of extension work up to that of correspondence courses mentioned above.

IV. Records. No entry should be made on the permanent record card by any person other than the registrar and by him only in the performance of his official duties.

A. Each student's permanent record shall be kept on a grade card showing at least the following facts:

1. Designating the credit accepted from other institutions, with the name of institution or institutions, and the date or dates on which the advanced standing was granted.

2. Name of courses for which student registers.

3. Catalog number. In all records, courses shall be designated as follows:

In secondary courses, the name of the subject, together with a Roman numeral indicating the year of secondary work shall be used.

In the freshman and sophomore college years, the name of the subject together with an Arabic numeral from 1 to 99 shall be used.

In the junior and senior college years the name of the subject together with an Arabic numeral from 100 to 199 shall be used.

Where a course is divided into terms or semesters, the letters, a, b and c shall be affixed to the course number to indicate the first, second and third terms respectively; and the letters a and b shall be affixed to the course number to indicate the first and second semesters respectively.

4. Number of hours credit.
 5. Term in which taken.
 6. Grade.
 7. Classification of student, as College or High School or Special Student.
 8. Conditions specified in red ink.
- B. Each student's daily program card or study card shall show at least the following facts:
1. Names of courses for which student registers.
 2. Catalog numbers of these courses.
 3. Number of hours' credit for which the student is registered in each course.
 4. Term or semester in which the work is taken.

V. Advanced Standing. All advanced standing either secondary of college for work done in other institutions shall be recorded in the first term or semester during which the student is in attendance.

A. From standard institutions of high school and college rank.

1. Students entering from classified high schools shall be given credit according to the rating given by the State Superintendent.

2. Advanced standing may be given on certificate for work completed in accredited standard junior colleges.

B. From other institutions.

1. Secondary Credit.

(a) For work completed in an unclassified secondary school credit may be given to the amount indicated by the State Superintendent's rating for this school.

Students claiming more credit for work done in either classified or unclassified secondary schools than is recommended by the State Superintendent's rating shall be given this credit by examination only.

(b) In no case shall entrance examinations be given for more than four units for each year spent in school.

(c) The entrance examinations shall be given by a committee of the faculty.

(d) The questions shall be set and the papers graded by the department in which the applicant seeks credit.

(e) Entrance examinations shall be held not later than the first week of each term.

(f) The time of the examination in each subject shall be stated in the catalog.

(g) The examination questions and papers shall be deposited with the chairman of the examining committee and kept on file for at least one year. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.

(h) No credit by examination shall be given after a student has completed one year of work in the school, nor after an advanced course in the subject has been completed.

(i) Students shall not be admitted to examination for advanced secondary standing unless they produce evidence showing that they have made systematic preparation in the work for which this advanced standing is claimed.

(j) Where college credit is substituted to make up a deficiency in secondary credits, five hours of college credit shall be counted the equivalent of one unit of secondary credit.

2. College Credit.

Credit from institutions other than those mentioned in V. A. shall be given only on the basis of examinations. The methods of giving the examinations shall be that designated in V. B.

C. No advanced standing of college rank shall be given for post graduate work in a high school unless such high school is properly equipt and definitely organized to do work of college rank, and restricted entirely to students who have completed a four year secondary course under teachers having the qualifications set forth for teachers of college subjects.

D. No credits shall be given for teaching experience gained as a teacher receiving a salary. If it seems probable that an experienced teacher can not take with profit any required courses in observation or practice teaching, he should be excused from such courses and required to elect an equal amount of academic or professional work.

E. No advanced standing for college credit shall be given for grades on state or county certificates when such grades have been secured by examination.

VI. A. A committee of three shall be selected to visit each of the state educational institutions, and report to the conference at such times as the conference may designate, the workings of each of such institutions with reference to each of the foregoing propositions.

1. Composition. The committee shall be composed of one representative from the University, one from the normal schools and one from the State Department of Education.

2. Selection. The representative from the State Department of Education shall be appointed by the State Superintendent of Schools and shall be chairman of the committee. The representative from the University shall be chosen by the faculty and president of the University. The representative from the normal schools shall be chosen by the presidents and faculties of the normal schools in rotation, beginning with the First District Normal School.

3. Tenure. The members of this committee shall serve for a period of one year, beginning July 1.

B. The work of unclassified colleges and schools shall be accepted as determined by the University of Missouri or the State Superintendent of Schools.

VII. The professional degree for the completion of the 120 semester hour course given in the Normal Schools and the School of Education of the University of Missouri should be the degree of Bachelor of Science in Education.

VIII. No elementary certificate shall be granted by any of the institutions represented in this conference, with less than two terms in residence and no diploma shall be granted on less than three terms in residence.

IX. It is the sense of this Conference that at the time the law goes into effect requiring graduation from a four year high school course preliminary to a first grade county certificate, the elementary certificate of the normal schools should be based upon 60 semester hours of credit, and that the life diploma should be based upon 120 semester hours of credit.

X. When this conference finds that the conditions named in this report have been fully met, college work done in any of the institutions shall be accepted hour for hour in the other institutions, and graduates of the 120 hour course shall be admitted to the graduate school of the University of Missouri.

XI. Present conditions for accepting college work from other institutions.

(A) College work done in any of the institutions of the Conference agreement by students who have regularly enroled for the first time since Sept. 1, 1916, shall be accepted by the other institutions hour for hour and such students finishing the 120 hour course shall be admitted to the graduate school of the University of Missouri.

(B) College work done by students regularly enroled before Sept. 1, 1916, and in attendance not less than one term, since Sept. 1, 1916, shall be accepted on the same basis as the above, provided satisfactory evidence is produced showing that the entrance requirements have been met, and provided further the college credit granted in any year does not exceed the maximum amount provided for in the conference agreement.

(C) College work done by students enroled before Sept. 1, 1916, and not in attendance one term since Sept. 1, 1916 shall be accepted in accordance with the provisions under (B), with the understanding that each case will be dealt with according to its particular merit and that each school accepting such credit, shall be the judge of the amount of credit granted.

XII. The Articles of Agreement should be published in the catalogs of all institutions that are parties to the agreement.

STATISTICS OF ATTENDANCE

	Men	Women	Total
No. different students in residence, Summer Term, 1918.....	127	900	1027
No. different students in residence, Fall term, 1918.....	261	229	490
No. different students in residence, Winter Term, 1918-19.....	120	200	320
No. different students in residence, Spring Term, 1919.....	112	267	379
Average number attending.....	155	399	554
No. different students in residence June 1, 1918, to May 23, 1919.....	358	1137	1495
No. different students in Correspondence Courses Sept. 1, 1918, to May 23, 1919.....	18	180	198
No. different students in Extension Classes Sept. 1, 1918, to May 23, 1919.....	9	164	173
Total enrollment of different students, June 1, 1918 to May 23, 1919....	385	1481	1866
No. children in Demonstration Schools.....			280
Grand Total.....			2146
No. enroll in Summer Term, 1919 (to date).....			1023

STATISTICS OF DEGREES, DIPLOMAS AND CERTIFICATES

June, 1918, to May, 1919

Number of 120-hour Diplomas, with B. S. in Education Degree.....	52
No. of 90-hour Diplomas issued.....	68
Number of 60-hour Diplomas issued.....	81
Number of Elementary Certificates issued.....	240
Number of Rural School Certificates recommended for issue.....	39
Total number issued during the year.....	480



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